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ABSTRACT

Intended for community development professionals and volunteers who work with preliterate communities, this illustrated handbook accompanies a library of visual aids that allow rural people to formulate their own projects. (The curriculum, called Pictorial Apprenticeship, transfers the process of project design into visual forms that literate and preliterate villagers can use to design and evaluate their own projects). The handbook is organized in three sections. Following an introduction describing the development, purpose and target readership of the manual, the second section, "Getting Started," introduces the Pictorial Apprenticeship materials, suggests ways a field-based facilitator can construct a presentation board and compile a library of illustrations, and teaches how to build a curriculum to fit specific community needs, monitor activities, and evaluate lessons. In the third and longest section, the five units of the Pictorial Apprenticeship Program are presented. They concern: recognizing community problems and determining needs; developing alternative solutions and defining objectives; determining project beneficiaries; project implementation; and project monitoring and evaluation. Each unit is divided into session plans that provide information on purpose, objectives, materials needed, facilitator preparation, and participant activities, and include a cautionary note highlighting potential difficulties. Appendixes comprising over one-half of the manual include a project design card index, project record sheets, and project design cards consisting of easy-to-understand line drawings that have been prepared for five common Peace Corps Projects in water resources, formal/nonformal education, grain mills, vegetable gardening, and health. (YLB)

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WOMEN IN DEVELOPMENT

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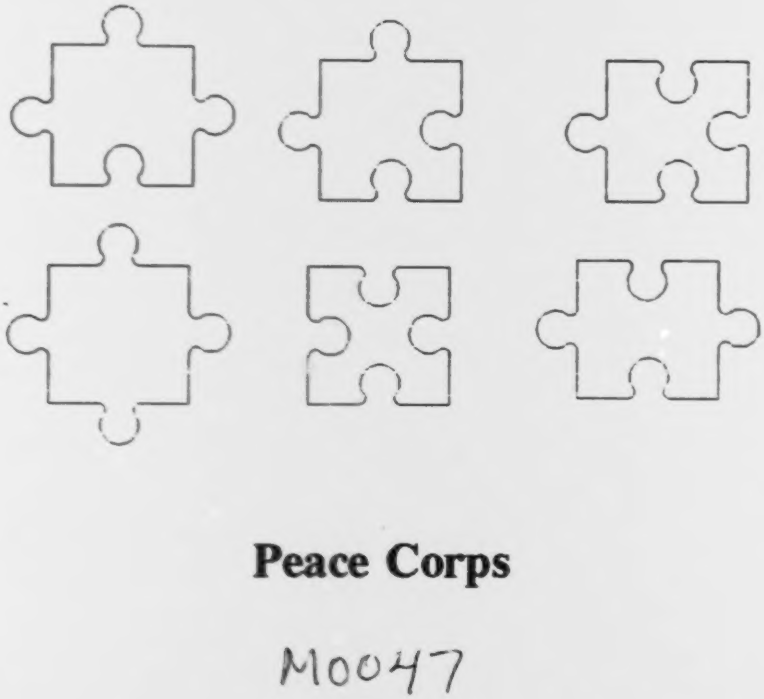
PICTORIAL APPRENTICESHIP PROGRAM HANDBOOK:

A Project Planning Strategy For Preliterate Communities



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A Project Planning Strategy For Preliterate Communities

Curt Middleton, Illustrator

Prepared for Peace Corps by Evan Bloom and Sue Reed, 1991

Peace Corps
INFORMATION COLLECTION AND EXCHANGE
December, 1991

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The Pictorial Apprenticeship Program

"The scaffold, as it is known in building construction, has five characteristics: it provides a support; it functions as a tool; it extends the range of the worker; it allows the worker to accomplish a task not otherwise possible; and it is used selectively to aid the worker where needed... These characteristics also define the interactional scaffold provided by the [facilitator] in an informal learning situation. The [facilitator's] intervention provides a supportive tool for the learner, which extends his or her skills, thereby allowing the learner successfully to accomplish a task... The idea applied to scaffolding means that the [facilitator] provides the minimum necessary scaffolding for the learner to [aquire] new skills."

Adapted from Patricia Greenfield's "Theory of the Teacher in Learning Activities", Everyday Cognition: Its Development in Social Context, eds. Barbara Rogoff and Jean Lave. (Harvard University Press, 1984).

Introduction

How the Handbook Developed

How can the magic of pictures enable a community of preliterate villagers to compete with a team of university-educated project planners for a state of the art planning approach to overcoming local problems? Armed with nothing but a handful of illustrations, villagers in Senegal have become their own "leading experts" in project formulation through a series of steps that begin with the identification of existing problems and finish with a project proposal designed to meet specific community objectives.

The program, a cooperation between Peace Corps' Women In Development Office and the *Ministre Du Developpement Sociale Au Senegal*, uses a library of images on small cards that depict problem situations, objectives, beneficiaries and implementation tasks. After initial pretesting of the approach with a set of twenty-three illustrations drawn by a local Senegalese middle school student, a complete card library of more than one hundred illustrations was designed for five common project areas in Senegal including health, vegetable gardening, formal/nonformal education, grain mills, and water resources.

With this visual media, women and men in Senegal have produced "project documents" that have opened up new opportunities for extension and development. The images, spread out in the sand, tacked to mud walls, or held in the hands of children, women, and local elders, have helped villagers to ask difficult questions about local priorities and alternative solutions to village problems.

This handbook was created to enable preliterate villagers to take the initiative in decision making. The idea for the handbook grew in response to the predicament of preliterate villagers forced into new relationships with government extension services and funding agencies that require a detailed justification for any investment decision and a concrete plan of action. Although skeptical at the outset, men and women using the program learned how to grapple with the most abstract project objectives, to debate and prioritize local problems, and to critically observe the steps involved in project implementation as they pieced together, like a puzzle, the tasks at hand.

This handbook comes to you as a result of the shared thoughts of villagers who have used the system and facilitators who have both conducted sessions and suggested activities. It represents a "learning technology" that can work in your own locale to develop indigenous channels for expression and accountability. "These cards give us power, they bring us together and make us of one mind," commented the president of one women's group. While the handbook will not solve all the problems associated with project planning and design, the approach can help you and your locale to bridge the conceptual gap between villager and project planner.

Purpose of the Handbook

This handbook is intended as a text to accompany a library of visual aids that allow rural people to take a lead in formulating their own projects. The curriculum, called Pictorial Apprenticeship, is a people-centered planning tool designed to transfer the process of project design into visual forms that can be used by both literate and preliterate villagers to design their own projects and perform their own evaluations.

Apprenticeship is the learning of a trade through practical experience under the guidance of a skilled worker. Today, project formulation is a vital "trade" for any community in the developing world that is concerned about food security, access to potable water, and good health for their children. The handbook aims at clarifying project planning through a systematic apprenticeship program. The participatory learning process can assist communities in your own locale to break down village problems into their composite elements and identify alternative action plans.

Target Readership

The handbook is intended for community development professionals and volunteers, who work with preliterate communities. Literate communities, however, have also benefitted from the Pictorial Apprenticeship methodology. In either case, the handbook may be used by facilitators working in small communities of just a few hundred, or larger market towns of 5,000 people or more. The program can be used with a single action group or with several small groups collaborating on a community-wide project. Facilitators working with the Pictorial Apprenticeship Program will find the handbook a useful reference of methods and techniques that will help their target audience take hold of the project planning process.

The activities described in the handbook are also intended for local counterparts from the target community. As you will discover, the images included in the Pictorial Apprenticeship Program quickly become a language of their own. Each of the activities described in the handbook has been designed to accommodate both literate and preliterate facilitators. With the help of these trained facilitators, rural communities can form the foundation for taking positive action to enhance their own well-being.

Making Contacts with Local Counterparts

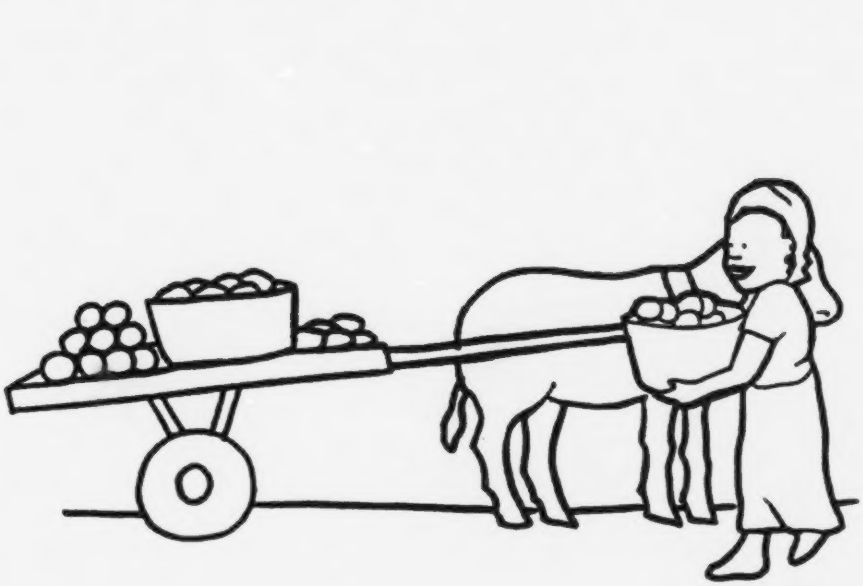
There is little doubt that the people in your locale have seen bureaucrats come and go in a whirlwind of pilot projects, questionnaires, and hastily planned community meetings. This is the textbook version of how development is supposed to work. Leading your community away from "blueprint" development will be your greatest challenge. You can meet this challenge by committing to careful collaboration with local counterparts throughout the Pictorial Apprenticeship Program.

In your work with local counterparts, don't be afraid of experimentation or even short-term failure. Consider the community a learning laboratory. Only through trial and error will your local counterparts develop the skills to be effective community leaders. Remember that only local counterparts can develop a familiarity with community problems from a beneficiary's perspective. When you put faith in the learning process, you give counterparts the opportunity to sharpen skills and propel the community forward.

What's a Project Document?

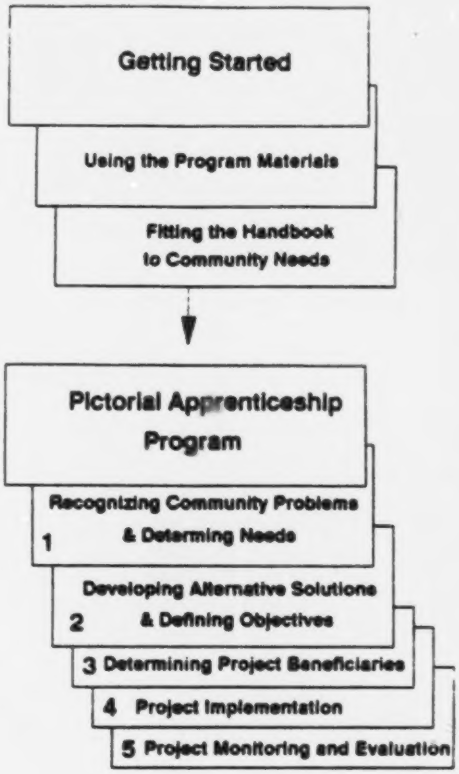
Conventional "project documents" are written reports that are prepared in the last phase of project formulation and submitted to the sponsoring agency. This report is the formulation team's final word on the project proposal. The information presented in the report includes a summary of the project, a description of the community, a discussion of project beneficiaries, project activities and a proposed timetable, and a project budget. With Pictorial Apprenticeship, you will follow a similar course. The program will quicken project design time, clarify problems and objectives, and define clear lines of accountability between your community and a sponsoring agency.

While the conventional document is written with paper and pen, your community's project document will be a collection of illustrations strung together to communicate all of the critical components of the project proposal. If your community's project requires outside funding, you will likely have to prepare a written document for submission. If this is the case, use the visual project document as your report outline and be sure to let the sponsoring agency know about the level of community participation in project formulation. Pictorial Apprenticeship is a comprehensive project design methodology.



Getting Started

Organization of the Handbook


Getting Started
Using the Program Materials
Fitting the Handbook to Community Needs
Pictorial Apprenticeship Program
Recognizing Community Problems & Determing Needs
1
Developing Alternative Solutions & Defining Objectives
2
3 Determining Project Beneficiaries
4 Project Implementation
5 Project Monitoring and Evaluation

The Pictorial Apprenticeship Handbook is structured so that all of the suggested activities and materials can be easily adapted to the situation in your own locale.

Getting Started introduces the reader to the Pictorial Apprenticeship materials, and suggests ways that a field-based facilitator can construct a presentation board and compile a useful library of illustrations. In this section, the reader will learn how to build a curriculum to fit specific community needs, and how to monitor activities and evaluate lessons.

Subsequent sections of the handbook present the five units of the ***Pictorial Apprenticeship Program***. Each unit is broken down into session plans which are further broken down into activities. Don't be mislead by the systematic "building-block" appearance of the activities. Although many may choose to follow the ordered sequence of sessions, others may prefer to pick and choose activities.

Getting Started

Using the Program Materials

A local farmer setting out to cultivate his field each morning. A rural woman pulling water from a village well. A shepherd moving cattle over familiar savannah. Each of these everyday activities are represented in the Pictorial Apprenticeship materials through illustration. Your target audience will work with these symbols of everyday life to build a project document of their own. The Pictorial Apprenticeship materials are inexpensive, locally managed tools that can open up lines of communication with the financial and technical resources of government and donor agencies.

INCLUDED MATERIALS

Project Design Cards

The project design cards are the illustrations that will make up the community's future project document. The cards have been prepared for five common Peace Corps Projects in water resources, formal/non-formal education, grain mills, vegetable gardening, and health. Each of these five card sets are divided into a collection of possible problems, objectives, beneficiaries and implementation tasks. Participants will work with these cards extensively throughout the program.

Building a Library of Illustrations

The strength of the Pictorial Apprenticeship approach is in its visual representation of abstract procedures associated with project planning. Although many of the most common images associated with the five projects are included in the package, you will discover that many others are not available. Fortunately, the project design cards and the multi-purpose task illustrations depict a large variety of activities that can be copied or traced to meet most of your needs. It may, however, be necessary to do some drawing of your own. Experiment with sketches, and pretest them in your own locale. Similarly, if you find that certain illustrations included in the Pictorial Apprenticeship package are not readily understood in your community, try your own drawings or those of community members.

On the front of each project design card is a unique number specific to the card. You will need these reference numbers in order to record the many different preferences in your community. Refer to Appendix A for a complete list of the project design cards and their associated index number.

Multi-Purpose Task Illustrations

The multi-purpose task illustrations are used to help assign work responsibilities, define scopes of work, and monitor project progress. The larger full-page format of these illustrations will help you present these project implementation considerations to larger groups. Because they are too large for use with the project board, the 8 by 11 inch illustrations are intended to be tacked to a wall or used on the ground.

Village Project Board

The project design cards and the multi-purpose task illustrations placed on the village project board will help your community tell their story and create a project document. You can easily make your own village project board from a rectangular piece of wood or cardboard. The board should be large enough to hold all your visual aids, but not so large that it is difficult to move around (three foot by four foot is about right). To make the board, consider stretching a piece of flannel or felt fabric over the front of the board and fastening it from behind with tacks or tape. Sandpaper or a piece of rough fabric glued to the back of the visual aids will allow them to stick to the flannel.

ADDITIONAL MATERIALS

Model Building Materials

During the needs assessment process, villagers may construct a three-dimensional model of their locale. A flour, water and salt mixture makes a pliable modeling medium. Consider painting the model with an inexpensive set of water colors.

Drawing Utensils and Paper

In Unit 1, the target audience will be asked to draw a "mental map" of the village. This first step in the apprenticeship training requires drawing markers, crayons or watercolors, and paper.

Facilitator's Journal

Keeping a facilitator's journal is essential. A three ring notebook can best accommodate your own field notes along with additional program papers.

Getting Started

Fitting the Handbook to Community Needs

The handbook includes five units that will lead participants from your locale through an apprenticeship program in hands-on project planning and design. The five units are composed of twelve sequenced sessions outlining specific activities. Whether you choose to follow each of the twelve sequenced lesson plans or select activities from only some of the session topics, you will find that the handbook can help you match the Pictorial Apprenticeship Program to the needs of your community.

Before you and your locale get the program underway, you may wonder how and where to begin. To help bolster your own confidence and insure a well managed, timely program, begin by preparing your own facilitator's journal. If available, consider a three-ring loose-leaf notebook. Once you have prepared a journal, you can begin to define program objectives and to sketch out a work plan. Whether you find yourself in a community of 200 villagers, a small market town of 5,000 people, or a town of 10,000 or more people, keeping a journal will help you to gain a better understanding of the group(s) with which you will be working.

The Working Timeframe

Your first priority as a facilitator is to help create conditions in your community that enable people to meet their own needs using local resources. Under the Pictorial Apprenticeship strategy, information exchange is valued over material exchange. This will often mean that a much more flexible approach to the project timeframe is necessary than is usually allowed with conventional allocative planning.

Developing new local capacities will take time. Although the handbook presents consecutive, forwardmoving session plans, you and your community may find it necessary to spend months working with one or two activities. Similarly, some will want to go back and repeat specific activities. Always watch for warning signs that you are moving too fast.

Establishing a Facilitator's Journal

Putting together a facilitator's journal will be one of the first significant steps that you will make. In addition to the suggestions presented here, you will want to develop a list of noteworthy issues to include in your own journal.

Group Assessment Worksheet

- *Group Formation*
- *Group Organization*
- *Membership*
- *Meetings*
- *Leadership*
- *Finances*
- *Group Activities*

Section 1
Group Assessment

Having an accurate profile of the group(s) with whom you intend to work will help you learn more about the special situations that make your locale unique. A comprehensive assessment should explore group history, organizational structure, membership, group dynamics, leadership, finances, and group activities. (See worksheet, p. 12)

Instructional Objectives

- *Who?*
- *What?*
- *How Well?*
- *How?*
- *When?*

Section 2
Instructional Objectives

Knowing that your community is learning to take the initiative in project planning is only the beginning of the educational process. As a facilitator, you will also need to determine how well the participants understand new concepts. An instructional objective is a statement which identifies exactly what the participants should be able to do, how well it should be done, and how long it will take. Write your instructional objectives before you begin the Pictorial Apprenticeship Program and put them in a permanent place in your journal. ***Sample Objective:*** "At the end of the dry season, the men's and women's groups of the village of Boulibani will demonstrate a clear understanding of prioritizing project beneficiaries by participating in Session Eight of the Pictorial Apprenticeship Program and identifying the most important beneficiaries for their project."

Project Record Sheet

- *Card ID Number*
- *Card Sequence*
- *Group Makeup*
- *Observations*
- *Consensus*

Section 3
Monitoring Progress

There are numerous sessions in the program that will require you to record repeated sequencings of project cards (i.e., problem, objective, beneficiary, or task cards). To assist in an accurate and efficient recording of those sequences, a "project record sheet" has been included in Appendix B. It can be duplicated for your needs and should be included in your journal along with your own notes following each session. (See "Sample Record Sheet", p. 29)

Evaluative Criteria

- *Appropriateness*
- *Adequacy*
- *Effectiveness*
- *Side Effects*

Section 4
Evaluating Program Objectives

Systematic evaluation at each phase of the Pictorial Apprenticeship Program will help you adapt a strategy to reflect the reality of your situation. Over time, a good facilitator will be able to shape the planning methodology into a valuable local tool. After every session, take several minutes to write down your thoughts on the following questions: Was it right to use this kind of strategy? Did the strategy make enough of a difference to make it worthwhile? How successful was the strategy in reaching stated objectives? What positive and negative side effects occurred as a result of the strategy? When you encounter problems, define the nature and scope of the difficulties, consider the full range of explanations, involve project members in gathering evidence to test alternative explanations and propose solutions. Finally, be sure to monitor the implementation of any new strategy.

Preparation Notes

- *Anecdotes*
- *Transitions*
- *Contingencies*
- *Vocabulary*

Section 5
Session Preparation

Before you begin each session plan, carefully review the lesson activities and make notes in your journal. Careful preparation means having appropriate anecdotes, planned transitions, practiced explanations of difficult concepts, and contingency plans for those emergencies when things just are not clicking. If you are working in a local language, you will need to anticipate any challenging vocabulary. Always write down any new and appropriate vocabulary in this section. You will undoubtedly find yourself going back to these notations throughout the Pictorial Apprenticeship Program for fresh ideas and inspiration.

Understanding Group Dynamics I

These work sheets are intended to help you learn more about local groups, and to help you assess your role as facilitator. Many of the Pictorial Apprenticeship session plans will challenge you to continually reassess where your group might be in it's natural development. Once you have completed the work sheets, look ahead to the reference boxes called "Your Group?" for facilitator strategies.

A Group Assessment Worksheet

FORMATION:

1. When was the group formed?
2. Who had the idea to form it?
3. What was the original purpose for founding the group?
4. Has the original purpose of the group changed in any way?
5. Do members agree on the purpose of the group?

ORGANIZATION:

1. Number of members:
2. Officers:
3. Any written documents? (e.g., membership list, statutes/bylaws, on record with local government or non-governmental offices)

MEMBERSHIP:

1. Who are the members? (e.g., village elders, married women)
2. How does one become a member? (e.g., automatic, recruited, personal interest)
3. How is membership maintained? (e.g., pay regular dues, attend meetings, participate in activities)
4. Are there subdivisions in the group? (e.g., by neighborhood, caste, ethnic group)

MEETINGS:

1. How often and under what circumstances do they meet?
2. Who decides to call a meeting?
3. How are the members summoned?
4. Where do the meetings take place and why?
5. What percentage of members actually show up?
6. How punctually do they arrive and get things started?
7. Are there any specific religious or social rituals associated with the carrying out of a meeting? (e.g., opening comments, closing prayers)
8. Are there any key people whose participation is integral to the initiation, progress or outcome of the meeting? (e.g., religious leader, group president, elders)
9. Who speaks?
10. How are decisions made? (e.g., by vote, by one individual, by officers, by consensus)
11. What is the general atmosphere?
12. How are the results of meetings disseminated? To absent members? To the rest of the community?
13. Has there been any perceptible increase or decrease in meeting attendance? Any ideas why?

LEADERSHIP:

1. Who are the nominal leaders of the group?
2. How are they chosen?
3. Who are the de facto leaders, if different from the above?
4. Is anyone in the group eligible?
5. Have there been recent changes in leadership? If so, why? How were the leaders replaced?

FINANCES:

1. Is there a treasury?
2. How much money is in the treasury?
3. What are the dues and how often are they collected?
4. If there is not a treasury, how do members contribute for specific projects?
5. Who collects and keeps the money?
6. Are there written accounts and who keeps them?
7. Who decides how the money is spent? (e.g., whole group, certain individuals)
8. What has money been used for in the past?
9. Do they have plans for how to spend the group's money as they collect it?

OBJECTIVES:

1. What have been the group's past objectives?
2. What are the group's current objectives? (Immediate and/or long term)
3. Do you feel that these objectives are realistic?

PAST ACTIVITIES:

1. Traditional activities:
2. Community development activities:
   - In what ways were the projects successful or unsuccessful?
   - What problems did they encounter and were they able to overcome them?
   - Where did members place the blame for their problems?
3. Did these activities address the group's objectives?
4. Who were the beneficiaries? (e.g., group members only, all village women, entire village)
5. Was there any outside involvement (e.g., collaboration with other village groups, technical or financial support)

PRESENT ACTIVITIES:

1. What are their current activities?
2. Estimate how much time members spend on each activity per week.
3. Who actually does most of the work? A few consistent people?
4. Do these activities address their current objectives?
5. Who are the beneficiaries of these activities?
6. Is there any outside involvement?

PLANNED ACTIVITIES:

1. What are they planning for the future?
2. Do these planned activities address their objectives?
3. Who will benefit from these activities?
4. Will there be any outside involvement?

QUESTIONS TO ASK YOURSELF:

1. How would you characterize your group?

-The floundering stage?	p. 26
-The crawling stage?	p. 31
-The honeymoon stage?	p. 41
-The fall stage?	p. 48
-The walking stage?	p. 50

Understanding Group Dynamics II

Evaluating Your Own Role

Are you a reluctant prime-motivator for community action in your locale? Or are you playing the passive role and waiting for local initiatives to get the ball rolling? Take a few minutes to evaluate your role before moving on with the program.

Answer each of the questions by circling the number that best describes your involvement level:
3 = active, prime motivator; 2 = moderate, share responsibility; 1 = passive, serve as an observer.

What is your role in:

1. Initiating the idea for group meetings?	3	2	1
2. Motivating members to attend meetings?	3	2	1
3. Leading meetings?	3	2	1
4. Participating in the meetings?	3	2	1
TOTAL	___	___	___

What is your role in:

1. Introducing the idea for a project?	3	2	1
2. Motivating members to participate in work?	3	2	1
3. Gathering resources?	3	2	1
4. Contacting outside services?	3	2	1
5. Providing technical support?	3	2	1
6. Disseminating information pertinent to the project?	3	2	1
7. Performing project tasks?	3	2	1
8. Monitoring project progress?	3	2	1
9. Bringing up possible problems for discussion?	3	2	1
10. Proposing solutions to address problems?			
11. Performing project tasks?	3	2	1
12. Monitoring project progress?	3	2	1
13. Bringing up possible problems for discussion?	3	2	1
14. Proposing solutions to address problems?	3	2	1

MEASURING YOUR ROLE

Add up each of the circled numbers in questions 1 through 4.
My involvement in project planning and implementation is generally:

4 - 6 Passive
7 - 9 Moderate
10 - 12 Active

Add up each of the circled numbers in questions 5 through 14.
My involvement in project planning and implementation is generally:

10 - 15 Passive
16 - 24 Moderate
25 - 30 Active

QUESTIONS TO ASK YOURSELF:

1. How would you summarize your overall role as facilitator?
2. Does your current role as facilitator seem appropriate to the needs of your group?
3. Do you need to step up your active involvement or is it time to start relinquishing responsibilities and to pass on skills?

What's in a Session Plan?

Purpose:

Here you will find a short overview of the lesson plan and an explanation of why it has been included. You will likely find it useful to skim this section for a discussion of the lesson's rationale before deciding whether to include the activities in your personalized curriculum.

Objectives:

This entry will describe the desired outcome of the session activities. Each entry will identify the skills the participants should gain. From a thorough understanding of the lesson objectives, the facilitator should be able to evaluate the participants' acquisition of project planning skills.

Materials and Facilitator Preparation:

The key to an effective meeting is careful preparation. These entries will allow facilitators to organize the necessary materials, and to make the necessary mental preparations before conducting a session. In addition to a list of visual materials that are needed for the lesson, you will occasionally find suggestions on how to facilitate activities with different size groups.

Notes From Boulibani

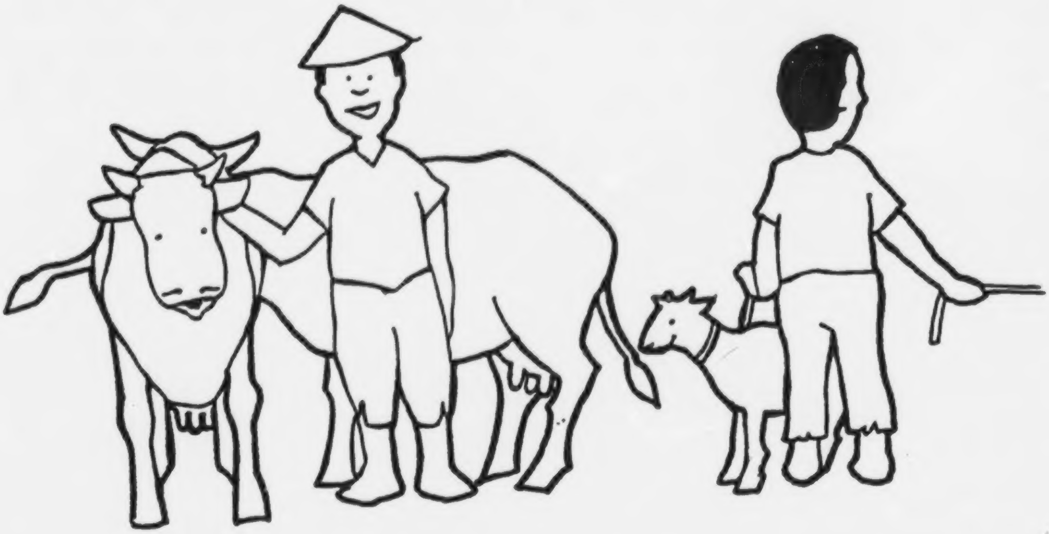
Each session plan will present journal notes from a facilitator working in the fictitious village of Boulibani. This ongoing case study will give concrete examples of what might happen in your own locale when you or your counterpart facilitate the session activities.

Activities:

The activities in this section will outline the sequence of events in which the participants will engage. The first activity will always be a "warm-up" that should build on past knowledge or previous activities to get all participants on track for the day's session. Facilitators should take liberties to supply their own relevant "warm-up" activities when desired. At the end of a warm-up, the facilitator may also choose to give a brief overview of the session objectives. The last activity will often bring the lesson to a close with an overview of the days accomplishments. This is an important opportunity for the facilitator to lend encouragement and support. Here you will also find the opportunity to do an evaluation check on participant's progress. Ask pointed questions such as, "Fanta, could you remind the group of the top three objectives to which we agreed?" You may also want to finish by asking the participants, "What did you think of the meeting?" and try to solicit constructive feedback.

What To Monitor:

Each lesson plan will include a cautionary note highlighting potential difficulties that may arise. This entry may include suggestions such as monitoring participant interaction and checking for universal understanding of critical concepts.



UNIT ONE

Mental Maps

As people move around in the world, they "spatialize" images and objects that they encounter. Spatial learning comes so easily that even children retain images of objects that allow them to retrace a path and estimate distance. The mental map is a metaphor for this process. The mental map, sketched out on paper, is a kind of long-distance communication that tells what people value and what they are like.

These maps, like spoken language, capture parts of the world in their own unique way. As your community perfects this ability, they will develop a system for richer communication and collaboration. The intellectual and physical tools developed during this activity will allow them to talk among themselves about common concerns, events, and physical resources that lay both within and beyond their community.

Session 1: Drawing Mental Maps

Purpose:

In this activity, the participants will sketch maps of their surrounding environment. This process of drawing "mental maps" provides an introduction to the spatial relationship between different local resources and local problems, and contributes to individual analytical skills. This session will also provide a foundation for understanding the function of illustrations used later in the program.

Objectives:

1. Preliterate participants will demonstrate the ability to visually describe their community on a two-dimensional plane by drawing their mental maps.

2. The participants will demonstrate some degree of comfort with the idea of visual representation by orally describing the content of their mental maps.

3. The facilitator will be able to monitor the level of participant aptitude for visual representation by recording community progress in the facilitator's journal.

4. The participants will demonstrate the ability to use their maps as communication tools by pointing to different local resources/facilities on their maps to fuel discussion of problems they face in daily life.

Materials:

-Paper, pencils, color markers, crayons, or watercolors
-Magazine cut-outs
-Facilitator's journal

Facilitator Preparation:

1. Prepare several pages in your facilitator's journal so that you can easily record your field impressions of participant progress. You may want to take particular note of people's initial reactions, questions, and comments.

2. Introduce the drawing materials informally before asking the participants to draw their maps. Some of the participants may be intimidated at first by "writing materials". Be prepared to work slowly and build participant self-confidence.

3. Find a collection of different community landscapes and maps from magazines and cut them out. You may choose to glue them to a cardboard backing.

Activities:

1. Sit down with a small group from your locale and show them magazine cut-outs of different landscapes from around the world. Ask them to describe what they see in each of the pictures.

2. Ask the group if they can draw their own local landscape with the paper and drawing instruments that you have provided. Encourage free drawing no matter how confusing the sketches may appear.

Notes From Boulibani

"Had tea with five women from the village today. Seemed like a great time to bring out old magazines, get them excited about doing some drawing, and work on some village mapping. Some of them had never even held a pencil and were intimidated. The pictures from my magazines were a good warm-up. Got them thinking about different landscapes. Bintu drew the most exceptional map, which included her compound, where she walks to gather wood and carry water, and some of her secret places to gather leaves for meal time. They all shared how difficult it has become to find wood near the village. The women had a lot of fun.
I gained some interesting insights into just how far the women's worlds extend outside of the immediate seven village area: not very. Will need to remember this when choosing the illustrations for the Pictorial Apprenticeship Program."

3. Have each participant describe what they have drawn. Ask them about specific points of interest, such as where the village well or particular households are located in their drawings.

4. Challenge the participants to include any important points of interest that they may have overlooked. When they are finished, have them describe the community that they have drawn. Point to specific areas objects on their maps and ask them how long it would take to walk from one place to another.

5. Ask some of the participants to describe some of the problems that they encounter in their daily activities. Have them use their maps to illustrate their points.

6. In closing, explain that the drawings that they have made are like maps and can help a visitor quickly understand the physical environment of their community. Tell them this will be an important skill as the community builds new lines of communication with government extension services and other external resources. Try to work with different groups from your locale, including women, men, pastoralists, farmers, fisherman, and young adults, before moving on to the next session.

Building a Village Model

Once participants are comfortable with drawing mental maps, you may want to suggest that a small group of villagers build a model of the village and surrounding area with a simple flour, water, and salt mixture. This is a great catalyst for further discussion and an excellent community motivator before moving on to the next session's needs assessment study. Involve as many people as you can in painting parts of the model with simple watercolors. You will be amazed at the outcome.

What To Monitor:

While some participants may demonstrate complete command over spatial relationships on a two-dimensional plane, others will be intimidated and reluctant to participate. The sessions should be informal and fun. Be sure that the community participants have a true understanding of what these maps represent and the utility of the exercise.

Session 2: Exploring Problem Areas

Purpose:

In the last session, each individual participant looked at their community from a new perspective by drawing maps of their locale. In this next session plan, the participants will *collectively* construct a map of the community by placing free sticking illustrations of the physical environment on the village project board. The final product will be a single, coherent map that should be recognizable to the entire community. The animated map will serve as a tool for further discussion.

Objectives:

1. Participants will collectively construct a map of their community on the village project board using free-sticking illustrations.

2. The community will perform their own needs assessment survey by discussing key community problems and by using the map to highlight locations and resources associated with those problems.

3. Participants will identify the most critical problem areas facing the community and reach a consensus on a *single* action plan.

Notes From Boulibani

9:30 AM

"Things are rolling. Ten days ago, Bintu, the president of the women's group, came by my compound to share her disappointment that Boulibani was not chosen as a "pilot project site" by the local government extension team in town. She said that Boulibani always gets passed over because the village leaders don't know how to play the right bureaucratic games. Practically no one in the village can read or write, which has made it difficult for the villagers to attract the attention of other communities. I told her that I know of a way of getting around the illiteracy obstacle by using illustrations like the ones villagers have been drawing over the last few months. She was very excited about trying the Pictorial Apprenticeship approach and promised to take an active role in the process."

Notes From Boulibani

9 PM

"This afternoon Bintu held true to her word. At today's meeting Bintu gave a great opening speech about how pictures will allow the village to build a project proposal. The activities in Session 2 of the handbook went well. Discussion seemed to focus on three problem areas: daily diet, access to water, and lack of income. Most of them seemed familiar with the illustrations on the board from earlier drawing sessions. All in all, the illustrations that made up the community map were an excellent medium for the needs assessment. By the sessions end, everyone agreed that very little could be done until the village's water problem was resolved. We all agreed that the water problem would be the "project area" for next Sunday's meeting."

Materials

-Village project board
-Project design cards
-Multipurpose task illustrations
-Facilitator journal

Facilitator Preparation:

1. Prepare a large collection of illustrations that describe your locale from the visual materials included in the Pictorial Apprenticeship Program. Tracing images from the project design cards and the multipurpose task illustration should give you a good selection from which to choose. If you are in need of a particular illustration not included in the materials, consider cut-outs from magazines or sketching the image yourself. If you have already led Session One, you should have a good idea of what landmarks come up most often. When you are confident that you have a good collection of illustrations, including pictures of local people, houses, animals, huts, gardens, wells and fields, glue them to a cardboard backing. See the materials section of the handbook for suggestions on how to make a flannel demonstration board.

2. Set up the village project board where you intend to conduct the session and have all of your illustrations accessible. Be prepared to take session notes shortly after the session closes.

Activities:

1. If members of the community have constructed the 3-D flour-and-water model in the last session, open this session by showing it to the group. If no model is available, use an example of a community member's sketched map (Session One). Have participants point out recognizable landmarks. Introduce the session objectives.

2. Tell the participants that, together, they will construct a similar map on the village project board with the cut-out illustrations. Ask them once again to name the key landmarks in their community.

Hand the proper illustration to a volunteer and have that person place it on the board in the appropriate place.

3. With the map complete, lead a discussion of the community's local problems. This might include anything from water shortages to health and dietary problems. The map should be used to visually reinforce the discussion by pointing out the location and the resources associated with the problem(s). Before going on to the next activity, summarize all the problem areas that the participants have identified.

4. Ask the participants to set a community work-plan by identifying the ***most critical*** problem areas. Ask them which problem area deserves the most immediate attention. Have the group come to a consensus on a single project area eg. health, water, gardening.

5. Close the session by summarizing the session outcome and have the group set a date to address the project area that has been identified.

What To Monitor:

The next ten sessions will help your locale through the project design process. Be sure that the group has confidence in their choice of the most critical problem facing the community before continuing.

Prioritizing Game

The following is an optional exercise that may be very useful in teaching participants how to prioritize:

Pass out a bill in the local currency and ask several individuals about how they would spend the money. Possible questions:

- **If you came into this unexpected money and needed to buy food, how would you spend it ?**
- **What kind of foods would you buy first? What other foods would you buy?**
- **How would your husband/wife spend the same money ?**
- **Could you come to an agreement or compromise even if you had different priorities?**

After the group has had fun passing the bill and sharing their priorities, make a link to the question at hand. In just the same way that they had to decide on what was the most important food to buy, tell them that now they need to prioritize the problems that they have identified. At the same time, remind them that just as their priorities on food varied, so might their thoughts on this issue.

UNIT TWO

Session 3: Prioritizing Community Problems

Purpose:

In previous sessions, participants looked at common problems in their lives and conducted a needs assessment study using a map of their community. The discussion around these needs assessment activities may have been very general. In session three, the participants will focus on the specific nature of the problem area identified during the previous session. You and the community are now at the very beginning of the "project design process". You should at this point have distinguished what set of project design cards you will be working with over the next ten sessions. As a first step, the group must reach a consensus about the specific problems to be addressed by the project. This session will lead the participants towards an action plan that addresses the key problem area.

Objectives:

1. The participants will be able to identify the most critical problems that have highlighted the need for their chosen project.

YOUR GROUP?

The Floundering Stage

If the group you are working with is relatively new, you may recognize some of the following characteristics:

- Lack of organization, routine, purpose.
- Little commitment to group.
- Skeptical attitude of group's abilities.
- Avoidance of responsibility.
- No obvious, accepted leaders.

What you can do:

- Work to build trust, commitment with members.
- Do a lot of initial planning.
- Carry out extensive follow-up.
- Help get information out to people.
- Provide the initial leadership.

2. The participants will demonstrate the ability to prioritize the problems related to their chosen project by arranging the illustrated problem cards in order from most to least critical by justifying their reasoning.

3. The participants will construct a "problem statement" in visual terms by reaching a consensus on the priority of the problem cards.

Materials:

-Project design cards (for the designated project)
-Village design board
-Project record sheet from your facilitator's journal

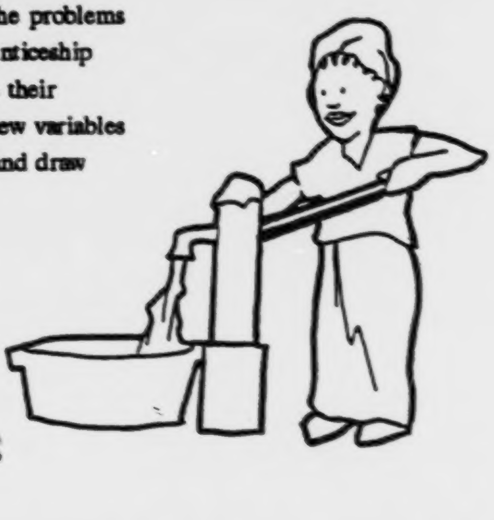
Facilitator's Preparation:

1. Plan to first facilitate these lessons at the small group level. By isolating different interest groups such as men and women, cultivators and herders, elders and youth, you will have a better understanding of how they each view the problem situation. Careful note-taking in the project record sheet will help you get the most from this process.

2. After repeating the lesson with several small groups, it is likely that you may want to bring groups of varying interests together to discuss the problem situation. These might be slightly more formal sessions. Again, recording the group's prioritization of the problems will be helpful. As you continue with the Pictorial Apprenticeship Program, villagers will constantly be asked to reprioritize their problems. You will find that their priorities change as new variables are introduced. Make particular note of these changes and draw them to the attention of the group.

The Problem Statement

Articulating a clear problem statement is crucial whether you are writing a formal report or working with Pictorial Apprenticeship. If you were engaged in a formal written report you might begin by examining possible causes of the problem, outlining what information you would need to analyze them, and developing a list of alternative solutions. This is exactly what your community will do with the help of problem and objective cards.



Notes From Boulibani

"Over the last nine days, I have been working informally with small groups prioritizing the problem cards from the "water project set". Many have had a hard time understanding how to prioritize, but the "money game" idea in the handbook worked out well and was a lot of fun for the group. Everyone seems to love ordering the cards from most to least important on the ground. It has been fascinating to see how different interest groups in the village have prioritized the cards uniquely.

From the records I made with the evaluation sheet, I have calculated that nearly sixty percent of the village's male elders view the lack of water for livestock as the most critical water problem. The women, on the other hand, seem united in their view that insufficient water for a vegetable garden is the most pressing water problem. Many of the young men agreed with them. It was inspiring to see the women speak out for their needs in the informal sessions, but during this evening's meeting, the village women relented to the desires of the elder men."

Activities:

1. To open the discussion, have a volunteer remind the participants of the consensus reached during the needs assessment session. Encourage lively discussion from participants. If you find that any disagreement surfaces, reopen a discussion about the most critical problems in order for them to reach a consensus. Beware of a "false start" on the road to an inappropriate community project.

2. Explain that today the group will lay the groundwork for an action plan to address the problem area. Encourage an informal discussion about the problems which have led to the community's desire for an action plan. If, for example, they have chosen as top priority, to dig a new well, ask them to identify the most critical problems associated with the water situation eg. water quality, water access, water for livestock or gardening.

3. As villagers are describing the various problems that they have encountered, find the appropriate problem card that best illustrates the point and hang it on the design board. Introduce points that may have been missed by placing any other appropriate problem card on the design board.

4. Introduce the idea of distinguishing the most critical problems. Ask everyone to stop and look at the problem cards on the board and decide in their own mind which is the most important problem to be considered in planning this project (see the prioritizing activity on page 18).

5. Ask for volunteers to arrange the order of the problem cards from most critical to least critical. Ask them to give reasons for their choices. Have several others do the same thing and encourage them to be honest in expressing their opinions. Keep a record of different priorities on the project document form. If there are differences, encourage a discussion about these differences and see if the group can arrive at a consensus.

6. Bring the lesson to a close by reminding the participants of the important progress made during the session. Point out how everyone has a better understanding of the problems surrounding the need for this project and of how individuals share different views of these problems. Plan a time for the next session to discuss alternative solutions to priority problems.

What to monitor:

Be watchful of particular individuals trying to dominate the discussion or of participants saying what they think the facilitator wants to hear. Check frequently for group-wide understanding of session activities. Have you lost anyone ?

Problems	Group Makeup	Observations
4p 3p 1p 2p	5 women in my compound.	After playing the "prioritizing game", they had better idea of how to prioritize and seemed confident of their choices
4p 2p 3p 1p	Moussa, the baker, and several other young guys.	Didn't realize the young men had such interest in gardening, esp. since some help with animals.
2p 3p 1p 4p	My host, the village chief, and 3 other elders over for tea.	Lots of debate. Finally decided new venture like garden not good idea with more pressing needs. Water quality not so important either.
2p 4p 3p 1p	Mamba, head of men's group and 4 other middle-aged farmers.	Like the elders, they are concerned about the animals. Also realize importance of garden to women.
4p 3p 2p 1p	Bintu + Oumou, Pres. & V. P. of women's group + 6 other women	Gardening is the talk of the women's group! They are anxious to start and don't care if they must travel far for daily water.
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2p 4p 3p 1p Consensus	All village meeting	Men dominated the meeting. Bintu gave brief speech on behalf of the women's group and a garden but elders and farmers with animals insisted animals in jeopardy.

SAMPLE PROJECT RECORD SHEET:

Records kept by the facilitator in Boulibani during and after Session 3.

UNIT TWO

Session 4: Looking For Solutions

Notes From Boulibani

"Major shift today! Over the last week the group has been examining the causes and the impact of each of the problems depicted in the cards. When they brainstormed possible solutions to each of the problems, water for a garden emerged as the most pressing objective.

Much of the discussion during Session 4 centered around their desire for more variety in their diet, and more cash in their pockets. When I pointed out that this objective was inconsistent with their priority problem of insufficient water for livestock, the group, including many of the elders, began to reconsider."

Purpose:

In the last session, the participants defined their problem statement in visual terms. The activities in Session Four will help participants to uncover less obvious problem causes and impacts and to consider the various alternative solutions available.

Objectives:

1. The participants will demonstrate the ability to identify problem causes and their impact on the community by working with the visual problem statement prepared in the last session.

2. The participants will each identify and discuss at least two alternative solutions for each of the key problems at hand.

Materials:

-Project board
-Project design cards
-Facilitator's journal

Facilitator's Preparation:

Begin these activities at the small group level and then work towards a larger gathering. Have the project board set up with the problem cards arranged as they were prioritized during the previous meeting.

Activities:

1. As a warm-up, reintroduce the village project board and the prioritized problem cards. Ask if anyone can give a summary of what the group had accomplished during the previous gathering. Encourage wide participation as you review the problem cards and discuss the order in which they were prioritized.

2. Introduce the session goals by saying that you hope that the group can explore these problems in more detail and develop an effective action plan.

3. Lead a discussion examining problem causes and effects.

- Do problems just happen or are there specific causes at the root of every problem?
- Can there be more than one cause of a problem?
- Can there be more than one impact resulting from a problem?

Give a relevant example to reinforce the discussion questions. (Example: Had they chosen malaria as their top health problem, the causes could range from a lack of mosquito nets to the close proximity of stagnant water pools. The effects could include high infant mortality and lower agricultural production.)

You may also want to introduce the idea of visible versus invisible causes. Ask if there are problems that cannot be seen, e.g., poor village communication or the lack of technical know-how.

YOUR GROUP?

The Crawling Stage

Your group may be slowly starting to move forward in its development. Do the following characteristics look familiar?

- **General purpose of group understood.**
- **Initial project in mind.**
- **Routine is developing.**
- **Members feel accepted.**
- **Leaders and other roles emerging.**
- **Commitments made, not always completed.**

What you can do:

- **Encourage group to set realistic goals.**
- **Make sure first steps succeed.**
- **Help members take leadership, responsibility.**
- **Check to assure tasks are performed.**
- **Aid group in making visible progress toward goals.**

4. Take the top priority problem card off the design board, hand the card to a participant and ask them to name one cause and one effect of the problem in the illustration. Then have them pass it on to another participant to add another cause. Have them continue in this way with the other problem cards which fell lower on their priority list. While examining the causes and impacts of all the priority problems, they may reconsider their top choice. They may find, for example, that the impact of not having a garden, a variety in their diet, and a supplemental source of cash, may outweigh the difficulty of taking livestock farther to drink. Once again, encourage the participants to look at more invisible causes as well. Offer suggestions if you feel that some have been overlooked.

5. With all the problem cards back on the board, encourage the group to brainstorm solutions to the problems. You may remind them of the causes that they have just identified. As the group describes alternative solutions, find the appropriate objective card that best illustrates the point, and attach it to the project board. For example, if a health-care facility is identified as a solution to the village's endemic health problems, place the objective card illustrating the health-care facility on the design board. Put any remaining objective cards that may be appropriate on the board.

6. Remind the group of the session goals and ask them if they feel that they have a better understanding of why certain problems exist, and what can be done about them.

What To Monitor:

Do the participants have a clear idea of why the problems exist and what possible solutions are available ?

UNIT TWO

Session 5: Defining Community Objectives

Purpose:

In the following activities, participants will formulate an action plan that responds directly to their "problem statement" by prioritizing alternative solutions with the program objective cards.

Objectives:

1. The participants will formulate their project objectives in visual terms by using the Pictorial Apprenticeship objective cards to express the desired change.

2. The participants will demonstrate the ability to redefine their visual problem statement prepared in an earlier session if inconsistencies between the problem causes and the project objectives are evident.

Materials:

-Project board
-Project design cards
-Facilitator's journal

Notes From Boulibani

"This evening we went ahead with Session 5. The extra time working with the problem cards really paid off. Adama gave a thoughtful plea to reprioritize the problem cards on the board with insufficient water for the garden as number one. He argued, along with others, that the primary objective for the village action plan should be water for a garden and that a valid secondary objective would be improved access to water for livestock. I pointed out that a project can have more than one objective, and that one must often respond to a broad variety of needs. Adama seems to have excellent potential as a possible counterpart. He is well respected in the village, married with several children, and a hard worker."

Tailoring the Program Midstream

Hold it! What if the community doesn't choose any of the objectives available in the card set? For example, what if your community did not choose a health-care facility as the best solution to their malaria problem? What if they preferred the alternative solution of raising money to buy mosquito nets.?

Be creative and take the initiative to compile the necessary illustrations, no matter the course of your group's project. In order to adjust the remaining beneficiary and task cards, simply borrow from other card sets, piece together new cards by tracing, or create originals. Tailoring the program in this way to meet your needs is the key to its success.

Facilitator Preparation:

1. If appropriate to your situation, plan to start work with small groups and then progress to larger gatherings.

2. Have the board ready, and display the problem cards in prioritized order. The objective cards should also be displayed, but not yet prioritized.

Activities:

1. As a warm-up, have the whole group participate in a review of the steps that you have taken since the formation of their visual problem statement. Use the board to reinforce the review. Go over the current session's goals.

2. Suggest to the group that in just the same way they learned to prioritize the most critical problems, now they need to put an order to their most desired objectives. Point out that these objectives should lead to problem solutions.

3. Ask the group (or choose individuals one by one) to order the objective cards from most desired to less desired. Depending on the size of the group, they may want to do this on the ground in front of them or up on the board itself. Keep a record of the village priorities with the Project Record Sheet. Are they able to arrive at a consensus?

4. Have the group look back at the problem cards and compare the most critical problem with the most desired outcome. Are they consistent? For example, while working with the water resource card-set, you may find that the participants choose as the most critical problem, the quality of water. However, the most desired village objective is a new women's garden. Stress the need for logical continuity between targeted problems and desired change.

5. In closing, review the accomplishments that they have made while lending great support and encouragement. Ask them if they think that they have a clear idea of a key solution to their most critical problem.

What To Monitor:

This session demands critical problem solving skills that are essential to your locale. Resist the urge to speed through this process of defining project objectives. Allow the participants the time they need to develop critical thinking.

Notes From Boulibani

"At the meeting, one of the village elders volunteered to place the objective cards on the board. He said that a new well on the east side of the village would have a lot of water and would be a good place for a garden. Bintu and several other women agreed.

In addition to a new well for a garden, the village has decided to repair and deepen an existing well that would allow them to water their animals several months into the dry season. Every one seems very excited with the plan."

UNIT THREE

Session Six: Targeting Beneficiaries

Notes From Boulibani

3:30 PM

"Had excellent talks with Bintu and Adama this week about taking active roles in the Pictorial Apprenticeship Program. Both said that they were becoming more comfort-able with the idea of using illustrations to facilitate the planning process. Bintu pointed out that the cards have given the women a voice in project planning that would not otherwise be there. Yesterday, I had tea at Adama's compound and brought along the beneficiary cards from the "water project set". We agreed that he would help present Session 6."

Purpose:

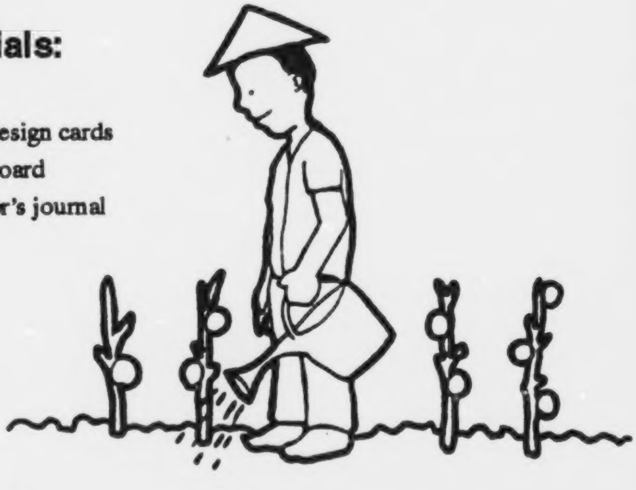
In this session, participants will reach a consensus about the intended beneficiaries of the project. The activities stress the importance of targeting beneficiaries during the design phase of the project.

Objective:

The participants will define in visual terms the project's intended beneficiaries by prioritizing the project beneficiary cards.

Materials:

- -Project design cards
- -Project board
- -Facilitator's journal



Facilitator Preparation:

1. Plan to start these activities with small groups. When the concept of beneficiaries seems fairly well understood, try to work with a larger group mixing men and women and/or other interest groups important to the project. Encourage debate.

2. Have the project board ready, but without the problem and objective cards attached. Have the cards nearby, along with your record of problem and objective priorities from previous sessions.

Activities:

1. As a warm-up, ask two local volunteers to work together in front of the group to arrange the problem and objective cards in the order agreed upon at previous sessions. They can do this on the board or on the ground in front of a semi-circle of the other group members. Encourage the others to assist them in their ordering of the cards. Check for consistency with previous sequencings.

2. Introduce the concept of project beneficiaries by pointing out that change may impact community members in a variety of ways. Try to solidify the concept with a culturally relevant story. For example, a millet-grinding machine would not impact the men's daily life as it would the women's in a West African community.

3. Ask the group if they can name the various special interests related to this project? In other words, which local actors have a keen interest in the outcome of this project? As they mention these interests, find the appropriate beneficiary card and place it on the design board. If any relevant beneficiaries go unmentioned, put them on the board as well.

Notes
From
Boulibani

10:30 PM

"At tonight's meeting the village agreed that the primary beneficiaries of the project would be village women. Although a majority of men still view gardening as women's work, a few young men have asked to have small garden plots. Everyone agreed that the entire village would benefit from a better diet. I borrowed a beneficiary card from the "gardening project set" to illustrate this point. Good preparation is becoming more and more critical. The village agreed that families with livestock would be secondary beneficiaries. I was encouraged by the logical consistency between problem, objective and beneficiary this time around. Bintu is calling a women's group meeting for next week to discuss the vegetable garden and she asked me if there were any illustrations for planning a garden!"

4. With the problem and objective cards still on the design board, take down the beneficiary cards and hand them out to members of the group. Ask villagers holding cards to announce to the group who is represented on the illustration. Then have them prioritize their beneficiary card in the order they choose. When all the participants are finished, lead a discussion asking whether the group agrees with the current order of the beneficiary cards. Encourage the group to come to a consensus. Record the sequence of cards with the project document form.

5. In closing, review the concepts that were discussed and check for a thorough understanding of project beneficiaries and the role they play in the design of the project.

What To Monitor:

Make sure that there is logical continuity between the identified problems, objectives and beneficiaries. Consider problems in continuity as a warning sign for misunderstanding and confusion over the session activities. If the participants are still having trouble with the idea of "project beneficiaries", "objectives", or "problems", go back and repeat relevant activities.

UNIT FOUR

Session 7: Making An Action Plan

Purpose:

In this session's activities, the intimidating process of project implementation is broken down into concrete tasks. Participants will develop their own implementation plan using the pictorial apprenticeship task illustrations.

Objectives:

1. Participants will be able to identify tasks involved in the implementation of the project by engaging in group discussion.

2. Participants will show an understanding of logical project implementation sequencing by ordering the task cards associated with their project.

Materials:

-Village project board
-Project design cards
-Facilitator journal

Notes From Boulibani

"Have been working with the task cards for several weeks. Sequencing the tasks has been a surprising amount of fun. Some villagers have shown an amazing aptitude for sequencing some of the most difficult cards, while others, many of them village leaders, have had trouble with even the most straightforward task cards. Many laughs have been had by all. Those that have had a natural aptitude have been showing off, and teaching others for the past week. I considered the discrepancy in ability as a warning sign to put off Session 7 until this afternoon. Adama and Bintu agreed."

Notes From Boulibani

"During today's meeting we had our best attendance so far. Many seem to be increasingly curious about this whole process. Now we must convince them that it's in everyone's interest to stick with it. At the meeting, many tasks were never brainstormed and we had to raise the points publically. The most amount of trouble has been with the sequencing of 1) a village contribution, 2) the visit by local government officials, and 3) submitting a project proposal. Incredible lesson for me. Will definitely have to spend a lot of time explaining some of these abstract, bureaucratic formalities in the future."

Facilitator Preparation:

1. Prepare to start the session with the problem, objective, and beneficiary cards already on the board. Have the task cards accessible.

2. Unlike the problem, objective, and beneficiary cards, the task cards have a preferred sequence. Villagers should work with the cards until the proper sequence of each task is understood.

Activities:

1. Begin the session by asking for a local volunteer to review the group's consensus on the problem, objective, and beneficiary cards. Encourage the participants to verbally assist that person.

2. Have the group brainstorm the tasks necessary for the completion of the project. When each relevant task is mentioned, find the appropriate card and have a local volunteer explain the activity on the card and put it on the project design board. If the group overlooks some of the tasks, add them to the board.

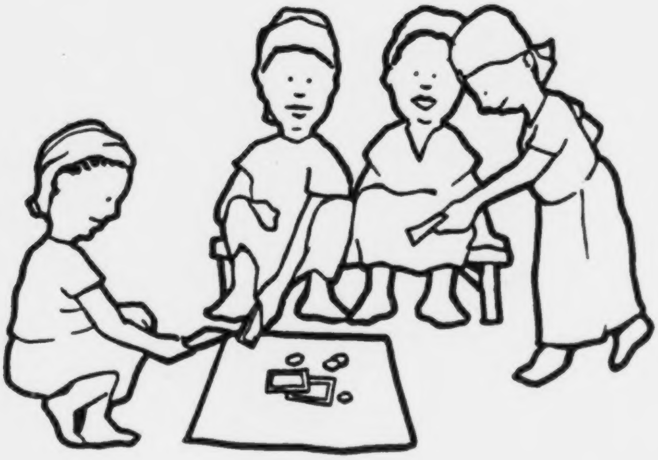
3. Lead a discussion to determine which of the tasks should be accomplished first. When a participant makes a suggestion, invite that person up to the board to sequence the task card. Do this until all of the task cards have been sequenced. Do not interfere with the choices of any of the participants.

4. After the group has sequenced all of the task cards, ask the participants if anyone sees any problems or inconsistencies. If you find that the group has arranged a critical task out of sequence, discuss their reasoning and suggest an alternative sequence. Check for universal understanding.

5. Close the session with a summary of the final sequence of project tasks. The participants have now completed their project action plan. Offer encouragement and praise for their accomplishments.

What to Monitor:

Certain task cards such as the ones that show group members contributing money to a common fund or a meeting with an external funding source or a government official, will likely give the community the most trouble. It is important that every member of the group understand the reasoning behind the sequence of project tasks before continuing with the next session.



YOUR GROUP? The Honeymoon Stage

Your group has seen some small successes and the going is good. They may be enjoying the following characteristics:

- Procedures, traditions more established.
- Formal organization takes place.
- Commitment is high.
- Activities more time-consuming.
- Some take more responsibility, Members expect success.

What you can do:

- Discourage overconfidence.
- Anticipate, prepare for problems.
- Help group expand membership.
- Reinforce commitment of members.
- Pass on any leadership roles assumed earlier.
- Help group build strong foundation, prepare for future.

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UNIT FOUR

Session 8: Identifying Local Resources

Notes From Boulibani

11:30 AM

"Started the preparation preparation for Session 8 with some extra language study, brushing up on some new vocabulary. Adama and I went into the center of the village to see if we could find a good place to tack up the large, multi-purpose task illustrations during tonight's meeting. We discussed some of the difficulties that the village has had with some of the abstract bureaucratic steps involved in the project design process. He agreed to talk about the importance of human resources at tonight's meeting."

Purpose:

In the last session, the participants identified the tasks necessary to complete the project. The following activities introduce the participants to essential human and material resources needed to carry out those tasks.

Objective:

The participants will be able to identify the material and human resources necessary for the completion of the project by discussing each of the implementation tasks sequenced in the previous session.

Materials:

-Village project board
-Project design cards
-Multi-purpose task illustrations
-Facilitator journal

Facilitator Preparation:

1. In this session, participants will work with the multi-purpose task illustrations. These 8 by 11 inch illustrations are the same images as the task cards hanging on the village project board.

2. Have the village project board, mounted with problem, objective, beneficiary and task cards, nearby.

Activities:

1. Begin this session by reviewing the sequenced order of project task cards.

2. Introduce the multi-purpose task illustrations and show the participants that they are the same as the task cards. Put each of the illustrations on a nearby wall or board, or work with them on the ground.

3. Sequence the multi-purpose task illustrations in the same order as the task cards on the village project board. Lead a discussion about what is happening in each of the illustrations and ask them what resources are required in order to complete the task. Remind them that people are important resources too. They supply labor, technical skills, and money.

4. Close the session by summarizing what resources were named as critical to the completion of the project. Emphasize that many of these key resources, especially the human resources, are available in their own locale.

What To Monitor:

Are women participating equally in the session? Women's organizations are often the most viable action groups in the community. Be sure to include them in every step of the program.

Notes From Boulibani

10 PM

"As we expected, the village had little trouble identifying the required physical resources. However, very little was said about human resources. Adama did a good job explaining their important role in the project, and tried to answer someone's question about how the village would finance the plan. Everyone had assumed that I would bring in money to fund the project, but I explained that I would only be here for a short while and that the best way to go about financing this initiative and future ones, was to cultivate a relationship with local donors. The village chief then suggested that we invite several local government and NGO officials to our next meeting to 'show off our work'."

UNIT FOUR

Session 9: Assigning Responsibilities

Purpose:

In this session, participants gain a better understanding of their individual responsibilities in the project implementation process. Once publicly connected to a specific task, good performance can be rewarded by a certain level of prestige, an incentive that may lead to a stronger commitment to the completion of the task.

Objective:

The participants will assign project responsibilities to various members of the community, by attaching objects or photographs that represent certain groups or individuals, to the task illustrations.

Materials:

-Village project board
-Multi-purpose task illustrations
-Facilitator's journal
-Small objects for individual/group identification (see Preparation #3 below)

Notes From Boulibani

10 AM

"All the arrangements have been made for tonight's meeting. This morning I went over the preparation and activities in Session 9 of the handbook with Adama and Bintu. Yesterday we got some feedback about what kind of symbols to use during the session. Many suggested pieces of fabric, and others had some old photographs. Plans have been made to have a small feast after the meeting to honor the guests.

Adama seemed nervous this morning when he left my compound. My guess is he will make the rounds through the village telling everyone to be at the meeting. The beauty of local counterparts! I'm sure Bintu will do the same. Today, I plan to check in with the village chief, go over the evening plans, and make sure all the materials are ready to go."

Facilitator Preparation:

1. Plan to facilitate an all-community meeting. Have the village project board nearby with all the problem, objective, beneficiary, and task cards mounted in the order specified during earlier sessions.

2. Next to the village project board, put all of the multi-purpose task illustrations up on a wall or a large board.

3. Prepare for the meeting by collecting a variety of objects or photographs that will represent community members who are likely to play an active role in the project implementation.

4. At the end of the session, the community will have completed the final design of the project. This is a perfect time to generate enthusiasm and pride in the group's accomplishments. Consider inviting local government officials and extension workers to attend this meeting.

Activities:

1. Begin the session by reviewing the importance of human resources to the success of the project.

2. Point to each of the multi-purpose task illustrations and ask the group who will be responsible for the completion of each task. Follow the same sequence that the task cards follow on the village project board.

3. Attach to each multi-purpose task illustration an object or photograph of the individual(s) responsible for the task. Get participants involved by having them suggest their own representative symbol and have them attach it to the illustration.

4. Have a local counterpart present the village's final design of the project and have that person review the sequence of the problem, objective, beneficiary, and task cards. The counterpart should explain that the village project board represents a project proposal.

Symbols and Project Accountability

Each member of the community assigned with a project-related responsibility is asked to commit publicly to the completion of the task with a representative symbol of themselves. This process symbolically connects the responsibility of the project task to one person or a group of people in the minds of the entire community. In this way, there can be little confusion about who's obligation it is to act. If available, the easiest representative symbol is a photograph. An empty seed packet might be used to denote a gardening group. Have participants suggest their own symbols, and if you have access to an instant Polaroid camera, have it handy.

Notes From Boulibani

11 PM

"Local government officials, and one representative from the local NGO arrived at dusk. I greeted them with the village chief and spent about half an hour explaining how the village has been planning the project using Pictorial Apprenticeship. I was starting to sweat bullets. It was growing late and still only a few people had shown up for the meeting. Finally, Adama arrived and greeted the guests. I had been skeptical about using the symbols, but Adama and Bintu pulled off an amazing show. The turn out was excellent. Women danced at times during the meeting, and they placed the representative symbols onto the large task illustrations with great fan-fare. At the end of the session, Adama presented the completed project plan using the project board mounted with all of the prioritized cards. The officials had to be impressed."

if the village has designed a project that requires outside funding, the counterpart should explain that the priorities laid out on the board will be written up and presented to a donor.

5. Have the participants designate a place in the community as a "project information area" and set up the village project board with all of the prioritized cards displayed. Designate a place nearby the village project board where, in future sessions, the group can mount the multi-purpose task illustrations.

What To Monitor:

By this stage in the project design process, you should be working closely with local counterparts. Encourage them to take a leading role in future sessions.

UNIT FOUR

Session 10: Establishing Scopes Of Work

Purpose:

In the last session, participants took on individual project responsibilities. In this session, the facilitator works with the individuals or groups responsible for project tasks to clarify their individual scopes of work.

Objectives:

1. The participants will examine their project responsibilities by identifying the necessary steps to complete their tasks.

2. The participants will set up a time frame to complete their tasks by discussing realistic goals with the facilitator and village leaders.

Materials:

-Multi-purpose task illustrations

Notes From Boulibani

"Adama, Bintu, and I have been meeting with each of the groups and individuals that have been given tasks to carry out. Today Adama and I met with the village chief and three other men responsible for locating a well digger. With the large task illustrations laid on the ground in front of us, we went over their responsibilities. The representative symbol, a photograph of the men, was still attached to the corner of the picture. The chief said they could begin their search in two weeks when the season's harvest was completed. Everyone agreed that this was the earliest possible time."

YOUR GROUP? The Fall

Your group was in its prime and suddenly things are looking down. Do the following ring a bell?

- **A serious, unexpected obstacle appeared.**
- **A key leader left the group.**
- **Hidden conflicts are surfacing.**
- **Meeting attendance, membership down.**
- **Less commitment, - participation.**

What you can do:

- **Discourage blaming, low spirits.**
- **Provide encouragement, humor, confidence.**
- **Help group analyze causes of crisis.**
- **Encourage setting of new goals, selection of new leaders, if needed.**
- **Turn crisis into learning, growing experience for group.**

Facilitator Preparation:

You and your counterparts will probably want to work on an individual basis with the participants holding responsibilities. You may also choose to invite local project leaders to observe.

Activities:

1. Lay the relevant multi-purpose task illustration(s) in front of the responsible group or individual. Ask them to describe all the steps necessary to complete their project tasks.

2. Have them predict what types of problems they may encounter. Help them to set up a timeframe for the completion of each task.

3. In closing, ask the participants to summarize the steps necessary to complete their tasks and reinforce their understanding of the project timeframe. Invite the community leaders to join in this activity. You may want to suggest that the community call a meeting to discuss the session's activities in a larger forum.

What To Monitor:

Do the participants fully understand what a timeframe is all about? If you have reservations, try to illustrate how each of their tasks is part of a larger, coordinated project puzzle with a locally relevant example.

UNIT FIVE

Session 11: Checking On Project Progress

Purpose:

In the previous sessions, the participants have taken the initiative in project design by constructing the visual equivalent of a project document. In the following activities, the participants will learn how to take a leading role in monitoring project progress.

Objective:

The participants will be able to follow the progress of their community project by using the multi-purpose task cards as a monitoring tool.

Materials:

- Multi-purpose task illustrations
- Village project board
- Project design cards
- Facilitator's journal

Notes From Boulibani

"The village chief has agreed to take responsibility for keeping up the "project information area". Yesterday he mounted the first task illustration on the side of a mud wall. This morning he left with three others to find a well digger and negotiate a price. If it works, the project monitoring technique will help insure timely completion of the implementation schedule and hold people accountable.

Walking by the project information area today, it was instantly clear that the group was in the process of finding a digger. I heard several villagers talking about the photograph attached to the illustration. It told them exactly who was responsible. When the next task is at hand, that illustration will be mounted as well. With the illustrations, everyone in the community is responsible for keeping an eye on implementation progress, not just those charged with a specific task."

Facilitator Preparation:

1. Plan to conduct the session at the "project information area" established during Session Nine. The village project board and the project design cards should be displayed. Ideally, these materials should become a daily topic of conversation. Consider making a ceremony out of the mounting of this first task card.

Activities:

1. Begin this session by announcing that this moment will mark the beginning of project implementation. Have a counterpart mount the first task illustration(s), signifying the start of the project.

2. Have a counterpart review the necessary tasks on the village project board and indicate the people directly responsible for their completion.

3. Have the community delegate the responsibility of "project monitoring officer". This person will be responsible for mounting the appropriate task illustration in the designated place to correspond with the task at hand. For example, if the community is in the process of negotiating a price with a well digger, this task illustration, along with the attached symbol of the individual responsible for the task, should be mounted in its proper order. Instruct the responsible person to leave the task illustrations mounted even after the completion of the task.

4. Lead a discussion explaining how the monitoring board will work. Explain that anyone can call a meeting if they are concerned with the progress of the project.

What To Monitor:

Watch for bottlenecks in the implementation schedule. If a particular task has been mounted, this mean that the completion of the task should be imminent. If a subsequent task is not mounted soon after, this may mean that there is a problem with the completion of one of the project implementation tasks.

YOUR GROUP? The Walking Stage

Your group is neither crawling nor floating in the clouds, but is walking on solid ground. You may have noticed the following characteristics:

- **Clear group objectives.**
- **Leadership stable, well developed.**
- **Membership active, committed.**
- **Meetings often fun, productive.**
- **Traditions, routines well-established.**

What you can do:

- **Pass on responsibility for planning.**
- **Train group leaders and others.**
- **End dependence on you as facilitator.**
- **Help group refine essential skills:**
  1) **planning, goal setting**
  2) **recruitment, group maintenance**
  3) **problem solving**
  4) **leadership development**

UNIT FIVE

Session 12: Evaluating Our Accomplishments

Purpose:

In this last session, the participants evaluate the success of their community project to see if they have achieved the desired outcome. The participants, now familiar with the problem, objective, beneficiary and task cards, will assess their earlier project design with the benefit of hindsight.

Objective:

Using two complete sets of project design cards, the participants will assess the overall results of the project against the original plan described on their village project board.

Materials:

- Two sets of project design cards
- A second flannel board or appropriate display board or wall
- Facilitator's journal

Notes From Boulibani

"Adama has been eager to try the evaluation session ever since the digger completed work on the new garden well. I managed to borrow a second set of 'water resource cards' a few days ago. With the help of our old record sheet, we set up one set of cards in the same exact order that was prioritized during the planning process. Adama unveiled the familiar project board at the meeting. But this time there were two boards: one with the sequenced cards covered with a cloth, and one empty board ready for action!"

Notes From Boulibani

"Overall, the villagers reproduced the priority sequence that they had chosen long ago. But the sequence of tasks had not followed the exact course charted in the initial implementation plan. When asked why, some villagers said that some people had not held true to their commitments to get things done. But others argued that we must retain some flexibility, and said that it would be impossible to predict the exact sequence of events.

After the session, Adama and I joked that we could easily have imagined how the group might have sequenced the problem and objective cards differently from the original project plan. This time the community has defined their problems and objectives carefully. The next time the learning process just might involve a few more missteps."

Facilitator Preparation:

1. Plan to facilitate this session sometime soon after the completion of the project and perhaps again before your community undertakes another activity.

2. If a second set of project design cards is not available, then trace or xerox your set.

3. Have some kind of display board or a wall and the second set of project design cards ready. Cover the original village project board with fabric so that the project design cards, which are already in place, can not be seen.

Activities:

1. As a warm-up, lead a review of the entire Pictorial Apprenticeship design process: the process of identifying problems, objectives, beneficiaries and tasks.

2. Ask the session participants to sequence all of the cards according to POST-PROJECT perceptions. Have one or more volunteers attach them to the village project board. You will want to record the session's sequencing in your facilitator's journal.

3. Uncover the original village project board with the original sequence of the problem, objective, beneficiary and task cards. Remind them that this was their "project document" as they described several months ago. Contrast the original project plan with the sequence arranged in this session and encourage a discussion on the following questions:

Was the original definition of the problem a correct one?

Illustrate on the village project board how the villagers' prioritization of the problem cards changed between the time they initially set the action plan and the current session, and ask them why these changes occurred.

Did the desired changes occur?

Illustrate on the village project board how the villagers' prioritization of the objective cards changed and ask them why these changes occurred.

Are the beneficiaries of the project the same as those described at the outset?

Illustrate on the village project board how the villagers' prioritization of the beneficiary cards changed and ask them why these changes occurred.

Did the implementation schedule of the project follow the sequence described by the task cards?

Illustrate on the village project board how the villagers' prioritization of the task cards changed and ask them why these changes occurred.

What To Monitor:

Have the participants learned skills that they can apply in the future and have local counterparts accumulated enough skills to conduct the program independently ?

APPENDIX A

Project Design Card Index

What follows is a complete list of the project design cards included in the program. This index provides you with a quick reference to the I.D.# of each card, the title of the illustration and a brief description. When you begin your work, use this list as you would use a card catalog in a library. Flip through the pages and see what is available. Some of your participants will identify problems, objectives, beneficiaries, or tasks that are not included in the project set. First check the other project indexes for the missing image that you need. If you still can't find it, you will want to create the image by either tracing portions of existing illustrations or by drawing it yourself.

You will notice that the list is divided into five common project areas. Next to each project-area title, is the name, in brackets, of a specific project. Though a particular project activity was chosen as the focus of the task cards in each set, it is by no means a limit to the options available to your group. By being creative in your development of an expanded card library, you can adjust the program to the needs of your community.

WATER RESOURCES (Well Construction)

Problems:

1p **WATER QUALITY:**
Boy stands near a well in disrepair.

2p **INSUFFICIENT WATER FOR VILLAGE ANIMALS:**
Cows and goats look thin and thirsty.

3p **INSUFFICIENT WATER FOR WOMEN AND THEIR DAILY TASKS:**
Women stand in a line near the well, waiting for water.

4p **INSUFFICIENT WATER FOR THE GARDEN:**
Vegetable garden dying from lack of water.

Objectives:

1ob **CLEAN WATER:**
Boy stands around a well in good repair.
2ob **MORE WATER FOR VILLAGE LIVESTOCK:**
Cows and goats look healthy.
3ob **BOREHOLE WELL WITH A HAND PUMP:**
Women pump water with hand pump and carry water home.
4ob **MORE WATER FOR THE GARDEN:**
Women water their vegetable garden.

Beneficiaries:

1b **VILLAGE WOMEN:**
Women wash clothes around the well.
2b **YOUNG KIDS:**
Children playing with toys.
3b **MEN WITH ANIMALS:**
Men take care of their livestock.

Tasks:

1t **WOMEN'S MEETING:**
Group of women conduct a meeting.
2t **MEN'S MEETING**
3t **LOCATING A WELL-DIGGER:**
Designated men travel by donkey and cart to visit a well-digger.
4t **NEGOTIATING A PRICE WITH THE WELL-DIGGER:**
A villager discusses the labor costs with a potential well-digger.
5t **VISIT BUILDING SUPPLY MERCHANT:**
Designated men visit merchant to get prices and/or order supplies.
6t **VILLAGERS PAY DUES:**
Designated villager collects dues from fellow villagers for village contribution to the project.
7t **VILLAGERS MEET WITH A FUNDING SOURCE/GOVERNMENT OFFICIAL:**
Villagers show project documents to funding agent/gov't. official.
8t **SUPPLIES ARRIVE IN THE VILLAGE:**
Village men carry boxes of supplies to designated spot.
9t **THE VILLAGERS ASSIST THE WELL-DIGGER:**
Village men help the well-digger by using pulley to dump rock.
10t **VILLAGER PAYS THE WELL-DIGGER:**
Designated villager hands the well-digger his salary.

HEALTH (Health-Care Facility)

Problems:

1p **CHILDREN WITH DIARRHEA:**
Small, unhappy boy has diarrhea.
2p **OPEN CUTS AND ABRASIONS:**
A man works in the field with an open wound.
3p **FATIGUE:**
Two exhausted men work in the fields.
4p **MALARIA AND MOSQUITO INDUCED VIRUS:**
An ill women (with a high fever) lies on a mat where mosquitos are swarming.

Objectives:

1ob **HEALTHY CHILDREN:**
Mother with a healthy baby.
2ob **A HEALTH-CARE FACILITY:**
A health hut sits in the middle of the village.
3ob **HEALTH TALKS** (Informal health education gatherings):
A village health-care worker gives a talk on Oral Rehydration Therapy.
4ob **ANTI-MALARIA TREATMENT:**
A village health-care worker with medication.
5ob **IMPROVED WATER QUALITY:**
A boy drinking water near a well in good condition.
6ob **PIT LATRINES:**
A village-style pit latrine.
7ob **MOSQUITO NETS:**
A man sleeps under a mosquito net.

Beneficiaries:

1b **VILLAGE WOMEN**
2b **YOUNG CHILDREN**
3b **PEOPLE FROM NEARBY VILLAGES:**
People from nearby villages arrive at health-care facility by donkey and cart.
4b **VILLAGE MEN**

Tasks:

1t **MEETING OF THE HEALTH COMMITTEE:**
Designated members of the village health committee meet together.

2t **COMMITTEE MEMBERS VISIT NECESSARY HEALTH OFFICIALS:**
Designated health committee members visit area health/medical office to meet with officials.

3t **VILLAGERS CHOOSE A VILLAGER TO BE TRAINED AS LOCAL HEALTH-CARE WORKER**

4t **VILLAGERS PAY DUES TO FUND THE TRAINING OF THE HEALTH-CARE WORKER:** Villagers give money to designated project treasurer.

5t **THE HEALTH-CARE WORKER IS TRAINED:**
The health-care worker attends a class in a basic training program.

6t **MEETING WITH A FUNDING SOURCE/GOVERNMENT OFFICIAL:**
Designated villagers show project documents to funding agent/gov't. official.

7t **BUY MEDICINES AT THE PHARMACY DEPOT:**
Designated villager visits pharmacy depot to purchase supplies.

8t **VILLAGERS VISIT THE BUILDING SUPPLY MERCHANT:**
Designated villagers visit merchant to order supplies.

9t **SUPPLIES ARRIVE IN THE VILLAGE:**
Men carry boxes of supplies to storage/building location.

10t **MASON BUILDS THE HEALTH-CARE FACILITY:**
Mason and assistants build the health-care facility.

11t **VILLAGERS VISIT THE COMPLETED HEALTH-CARE FACILITY:**
A mother walks her son to the health-care facility.

FORMAL/NON-FORMAL EDUCATION (Local School)

Problems:

1p **THE DISTANCE OF THE NEAREST SCHOOL:**
Children, tired and hot, walk to or from school.

2p **PRE-LITERATE ADULTS WITHOUT SUFFICIENT WORK:**
Village men sit, bored and without jobs where literacy may be required.

3p **VILLAGERS UNABLE TO KEEP ACCOUNTING RECORDS:**
Two men look at a village document unable to decipher its meaning.

Objectives:

1ob **A NEW SCHOOL BUILDING**

2ob **A LITERACY PROGRAM:**
Village children sit at desks studying their own local language.

3ob **BETTER JOBS WITH GOOD WAGES:**
A man works at his office desk.

4ob **LITERACY PROGRAM FOR ADULTS:**
Teacher assists a member of his adult literacy class.

5ob **FINANCIAL AID FROM AN EDUCATED FAMILY MEMBER:**
An educated member of the family who has work shares money with a woman in the family.

Beneficiaries:

1b **CHILDREN:**
Boys and girls play together.

2b **VILLAGE WOMEN**

3b **VILLAGE MEN**

Tasks:

1t **VILLAGE MEETINGS:**
Village men and women meet (together or separately) to choose members of a "Parents Committee".

2t **A MEETING OF THE PARENTS COMMITTEE:**
Five women of the parents committee meet. (NOTE: The numbers and male/female make-up of such a committee is certain to vary in different communities.)

3t **A MEETING OF THE PARENTS COMMITTEE:**
Five men of the parents committee meet.

4t **MEMBERS OF THE COMMITTEE VISIT THE AREA SCHOOL OFFICIAL(S)**

5t **VILLAGERS VISIT BUILDING SUPPLY MERCHANT:**
Designated villagers visit merchant to get prices and/or to order supplies.

6t **COMMITTEE MEMBERS NEGOTIATE WITH A MASON:**
A designated committee member discusses labor costs with a potential mason.

7t **COMMITTEE MEMBERS NEGOTIATE WITH A CARPENTER:**
A designated committee member discusses costs of building school furniture with a potential carpenter.

8t **VILLAGERS PAY DUES:**
Villagers pay dues to designated project treasurer as part of village contribution to the project.

9t **COMMITTEE MEMBERS MEET WITH A FUNDING SOURCE/GOV'T. OFFICIALS:**
Designated villagers show project documents to a funding agent/gov't. official.

10t **MATERIALS ARRIVE IN THE VILLAGE:**
Men carry boxes of supplies to storage or building location.

11t **SCHOOL BUILDING IS CONSTRUCTED:**
Mason and assistants build school structure.

12t **AREA SCHOOL OFFICIALS INSPECTS BUILDING AND SUPPLIES**
School official stands near completed building and fills out inspection papers.

13t **TEACHER ARRIVES IN THE VILLAGE:**
Villagers wave and greet new school teacher.

GRAIN MILLS (Motorized Mill)

Problems:

1p **THE PHYSICAL STRAIN OF POUNDING GRAIN:**
A woman exhausted from pounding grain.

2p **WOMEN'S WORKLOAD TOO LARGE:**
Women tiring from the daily tasks of pounding grain, washing clothes, collecting firewood, caring for children and cooking.

3p **LACK OF ORGANIZATION OF WOMEN'S GROUP AND LACK OF FUNDS GROUP TREASURY:**
The women's group meets and discover that there's little money in the pot.

Objectives:

1ob **A MOTORIZED MILL:**
Women line up in front of motorized mill, waiting to have their grain grounded.

2ob **A HAND-CRANK MILL**

3ob **AN ANIMAL-TRACTION MILL**

4ob **MORE TIME TO REST:**
Women relaxing and enjoying their children.

5ob **TO GENERATE REVENUE FOR THE WOMEN'S GROUP:**
The women's group meets and is pleased over the large sum of money in the pot.

6ob **NEW REVENUE ALLOWS WOMEN'S GROUP TO INVEST IN ADDITIONAL APPROPRIATE TECHNOLOGIES:**
A woman demonstrates a hand-crank peanut huller.

Beneficiaries:

1b **YOUNGER WOMEN WITH CHILDREN:**
A mother plays with her baby.

2b **YOUNG WOMEN WHO POUND GRAINS**

3b **WOMEN WHO GARDEN AND WORK FIELD CROPS:**
Two women water their garden crops.

4b **THE WOMEN'S GROUP:**
Members of the women's group sit for a meeting.

Tasks:

1t **VILLAGE MEETING:**
Village women and/or men meet to discuss need for motorized mill.

2t **VILLAGE WOMEN CHOOSE TWO MEN TO RUN THE MACHINE**

3t **TRAINING:**
Women learn bookkeeping skills.

4t **VILLAGERS PAY DUES:**
Village members pay dues to designated treasurer for village contribution to the project.

5t **VISIT BUILDING SUPPLY MERCHANT:**
Designated villagers visit merchant to check prices and/or order supplies.

6t **VILLAGERS NEGOTIATE WITH A MASON:**
Designated villager discusses labor costs with a potential mason.

7t **MEETING WITH A FUNDING SOURCE/GOV'T. OFFICIAL:**
Designated villagers show project documents to funding agent/gov't. official.

8t **BUILD HUT FOR THE MACHINE:**
Mason and assistants build hut for housing the motorized mill.

9t **MOTORIZED MILL ARRIVES IN THE VILLAGE:**
The mill is brought to the village in the back of a truck.

10t **WOMEN PREPARE FOR BOOKKEEPING:**
The women's mill committee goes over the books.

11t **COMMITTEE MEMBERS VISIT BANK:**
Three women from the mill committee go to the bank to open an account.

GARDENING (Women's Cooperative Garden)

Problems:

1p **LACK OF CASH:**
A woman in the market without money to buy fish.
2p **INSUFFICIENT VARIETY OF FOODS:**
Unhappy men around a plain bowl of plain grains without any vegetables.
3p **INSUFFICIENT FOOD FOR THE FAMILY (e.g., calories, vitamins):**
Thin children around a plain bowl of grains without any vegetables.

Objectives:

1ob **TO GROW VEGETABLES FOR THE MARKET:**
Women in the market selling vegetables.
2ob **VEGETABLES FOR VILLAGE CONSUMPTION:**
A family enjoying a meal of grains and vegetables.
3ob **REVENUE FOR WOMEN'S GROUP:**
Women's meeting with a lot of money in the treasury.
4ob **A PRODUCER'S COOPERATIVE:**
Women working in a garden with many plots.
5ob **INDIVIDUAL GARDEN PLOTS:**
A woman working independently on her own plot.
6ob **A SELLER'S COOPERATIVE:**
Women loading up a cart with produce from the garden to be sold collectively at the market.
7ob **GARDEN TOOLS:**
A variety of gardening tools: watering cans, a rake and a hoe.

Beneficiaries:

1b **CHILDREN:**
Children eat vegetables from a bowl.
2b **MEN WHO GARDEN:**
Man watering his vegetable garden.
3b **WOMEN WHO GARDEN:**
Women watering their garden plots.
4b **THE WOMEN'S GROUP**

Tasks:

1t **MEN'S MEETING**

2t **WOMEN'S MEETING**

3t **MARKET SURVEY:**

Designated woman in town checking out prices.

4t **CHECKING WATER SOURCES:**

Woman around well pulling water.

5t **GARDEN GROUP MEMBERS PAY DUES TO COVER SEEDS**

6t **WOMAN TRANSPLANT SEEDLINGS:**

A woman transplants vegetable seedlings from nursery seed bed.

7t **SET UP WATERING SCHEDULE:**

Women coordinate who will water the garden and when.

8t **WOMAN HARVESTS HER PLOT**

9t **WOMEN'S MEETING: GARDEN PROFITS GO BACK INTO THE POT**

APPENDIX B

Project Record Sheets

Project Record Sheet: Problem Design Cards

Problems	Group Makeup	Observations
☐ ☐		
☐ ☐ ☐ ☐ Consensus		

NOTE:

In the squares provided, record the index numbers which appear on the front of the project design cards. Enter participants' prioritization of cards in order from left to right.

Project Record Sheet: Objective Design Cards

Objectives	Group Makeup	Observations
☐ ☐		

NOTE:
In the squares provided, record the index numbers which appear on the front of the project design cards. Enter participants' prioritization of cards in order from left to right.

Project Record Sheet: Beneficiary Cards

Beneficiary	Group Makeup	Observations
☐ ☐		
☐ ☐ ☐ ☐ Consensus		

NOTE:
In the squares provided, record the index numbers which appear on the front of the project design cards. Enter participants' prioritization of cards in order from left to right.

Project Record Sheet: Task Cards

Tasks	Group Makeup	Observations
☐ ☐		

NOTE:
In the squares provided, record the index numbers which appear on the front of the project design cards. Enter participants' prioritization of cards in order from left to right.

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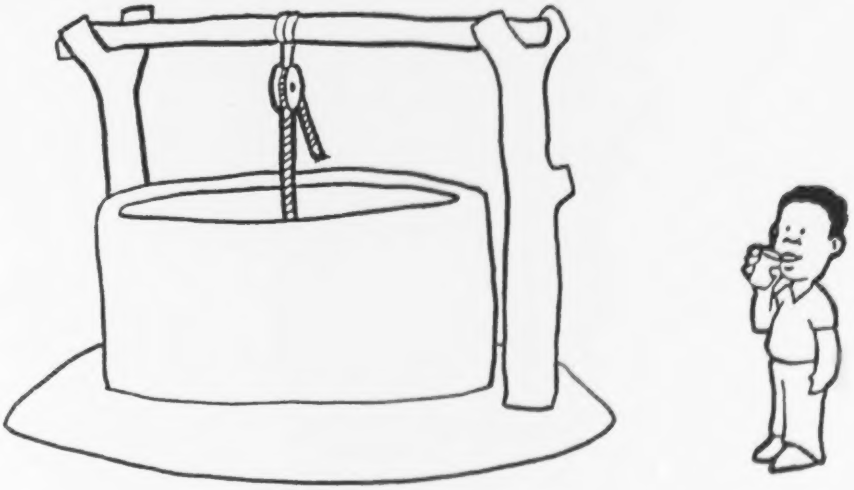

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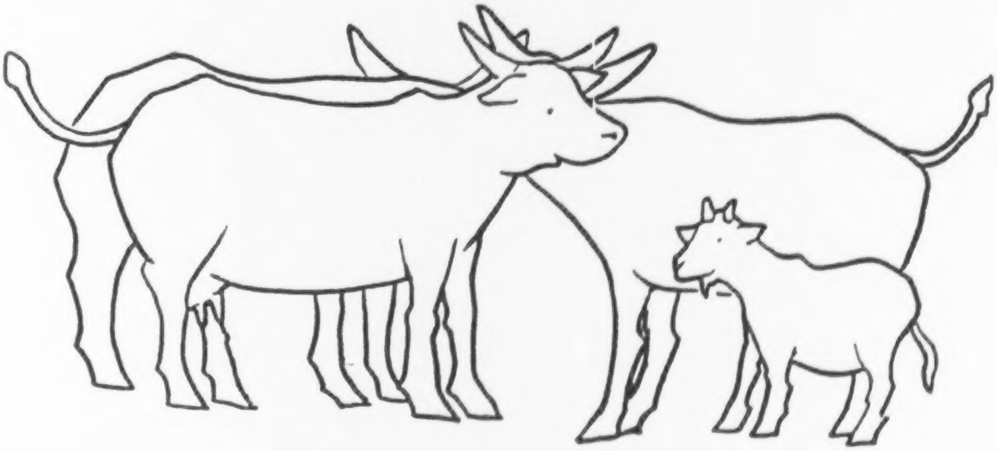

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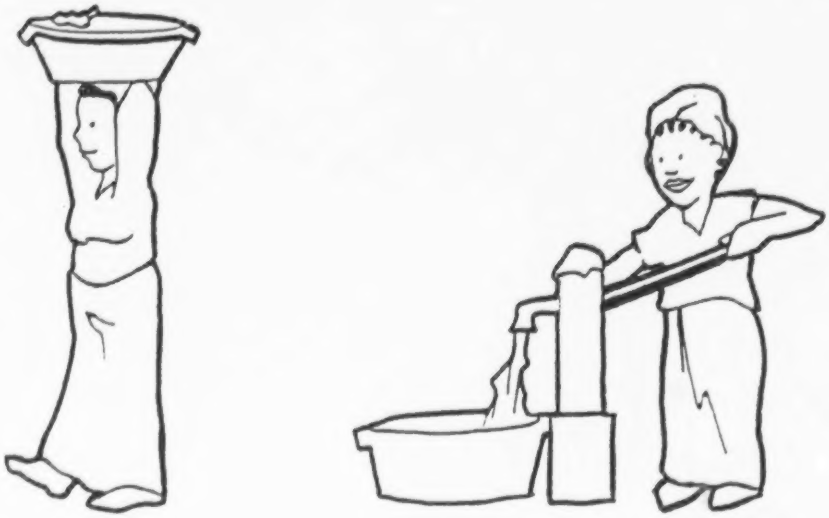

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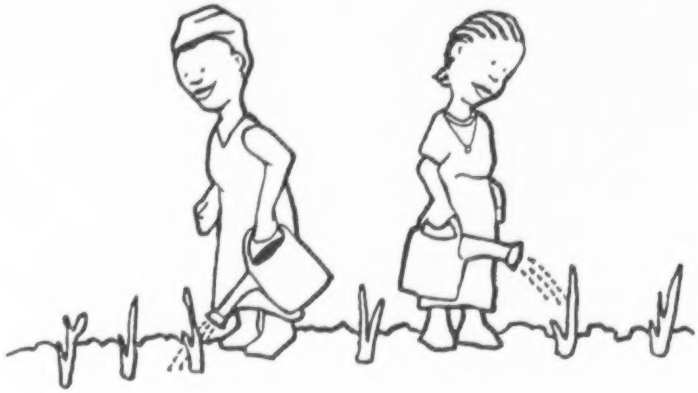

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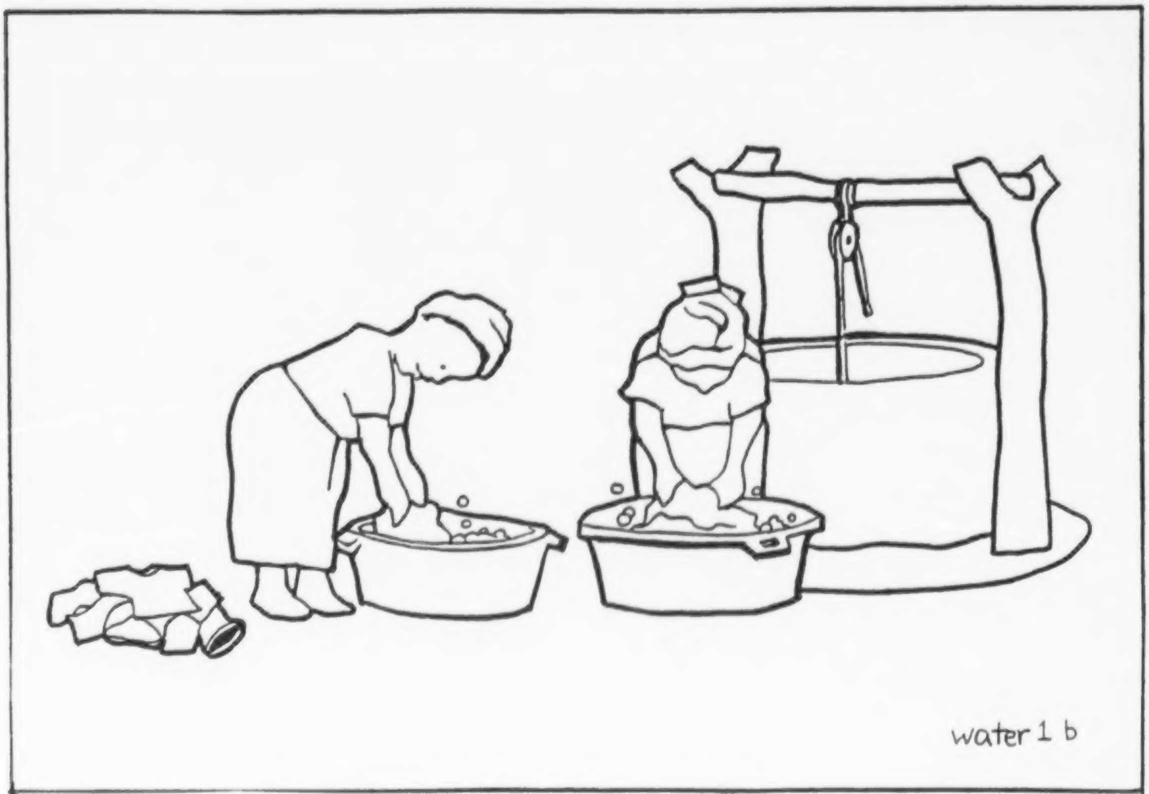
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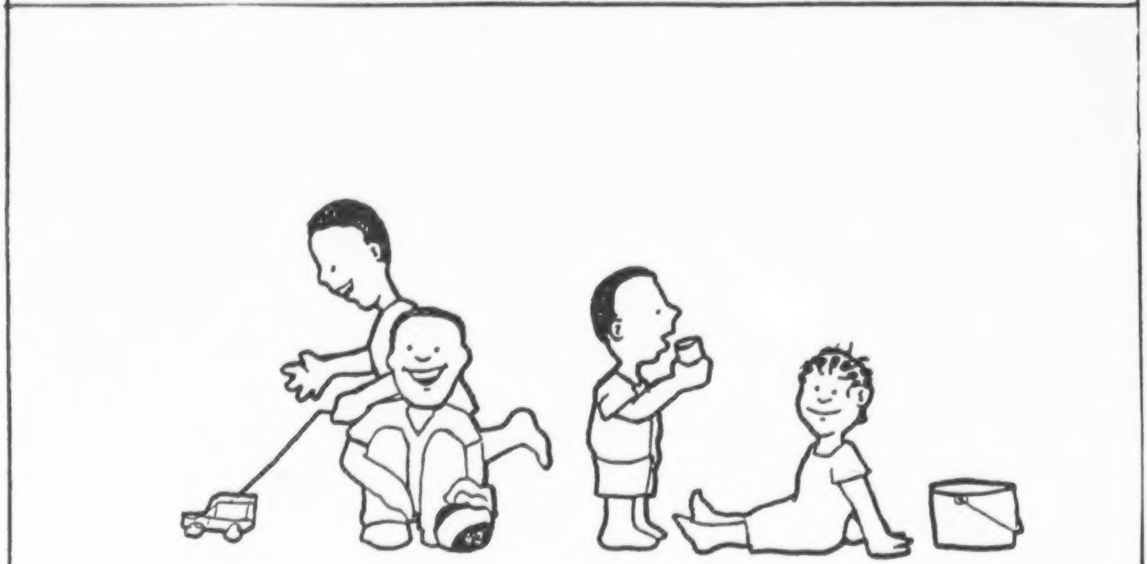
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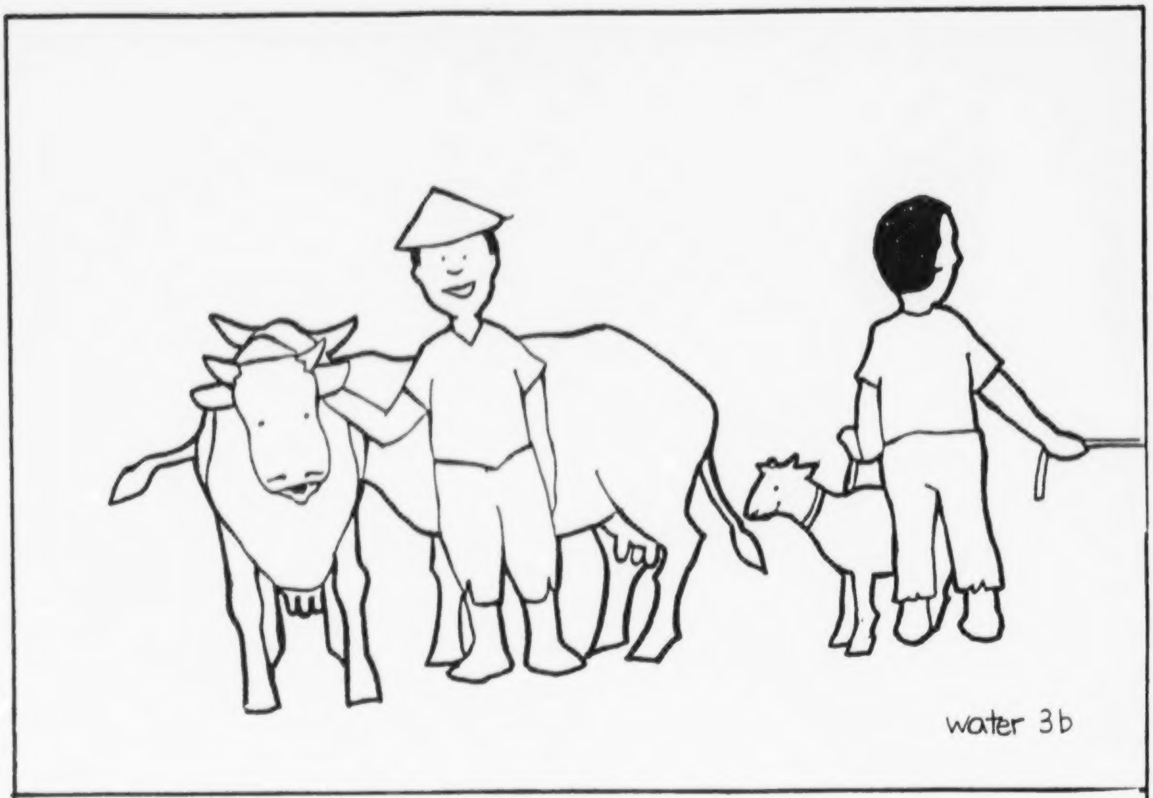

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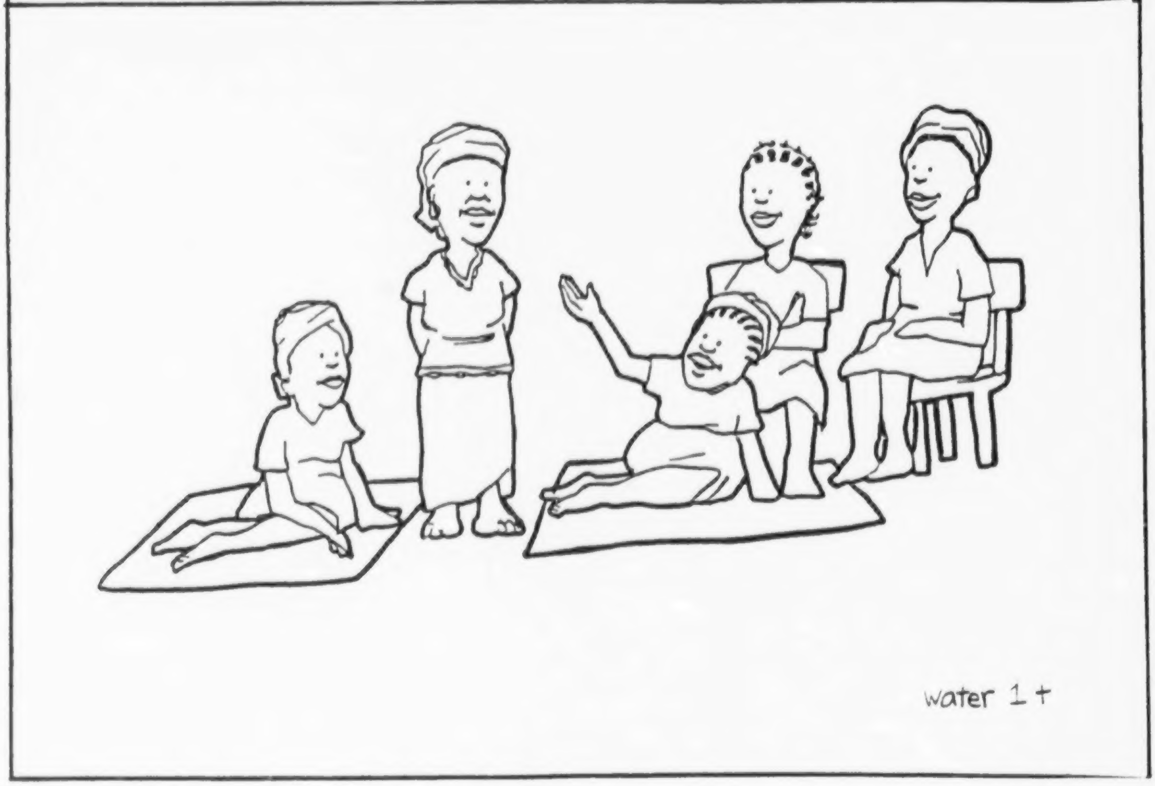

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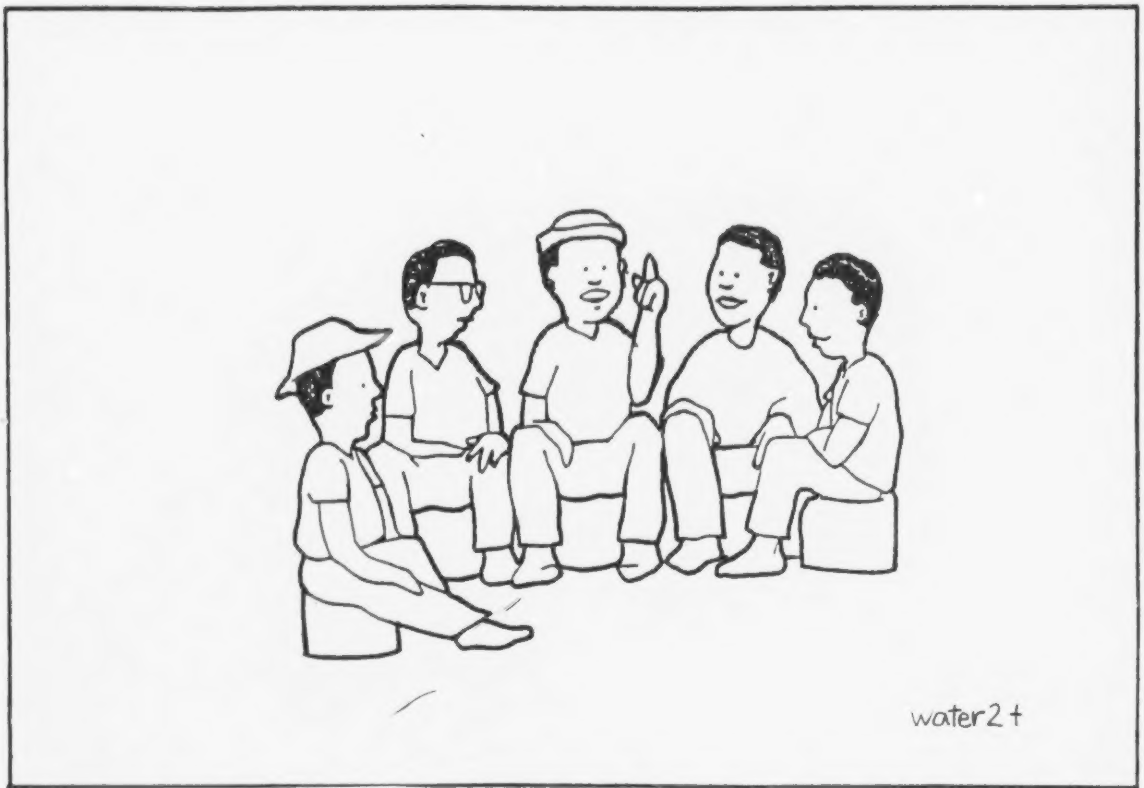
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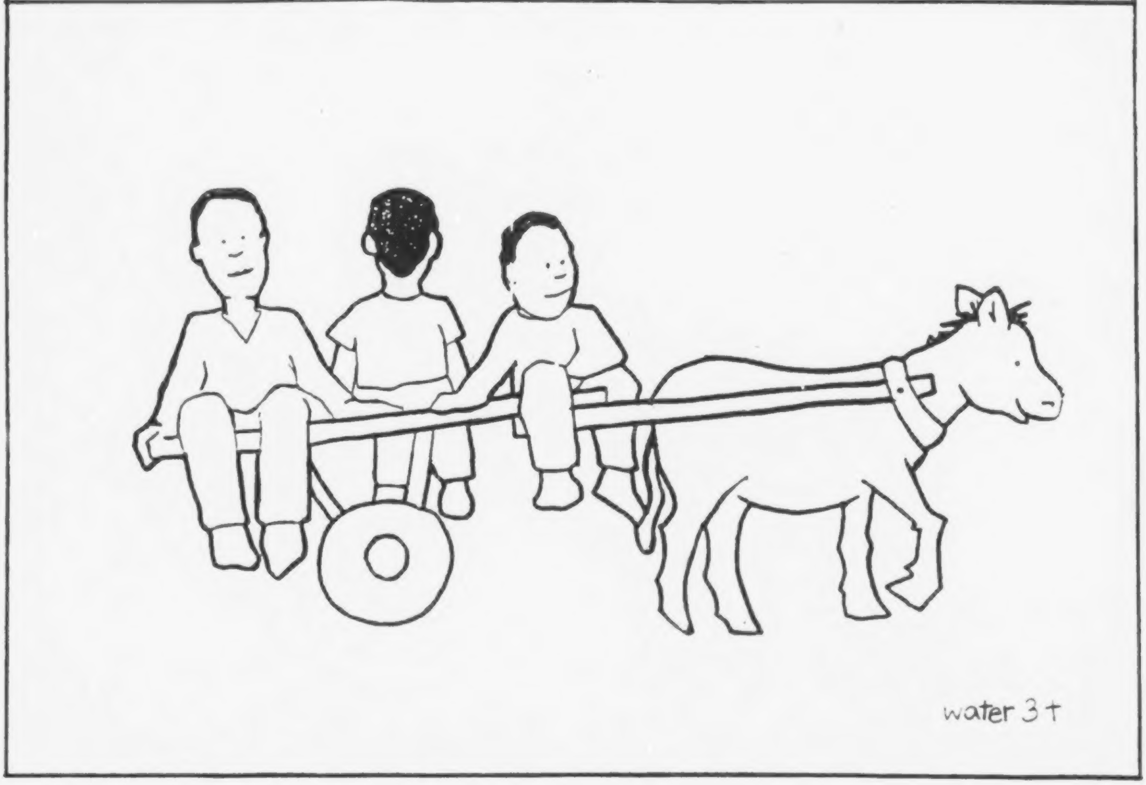
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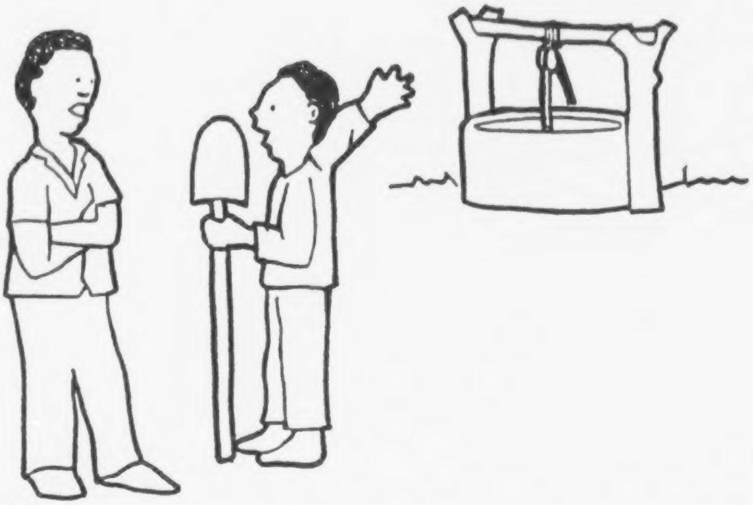

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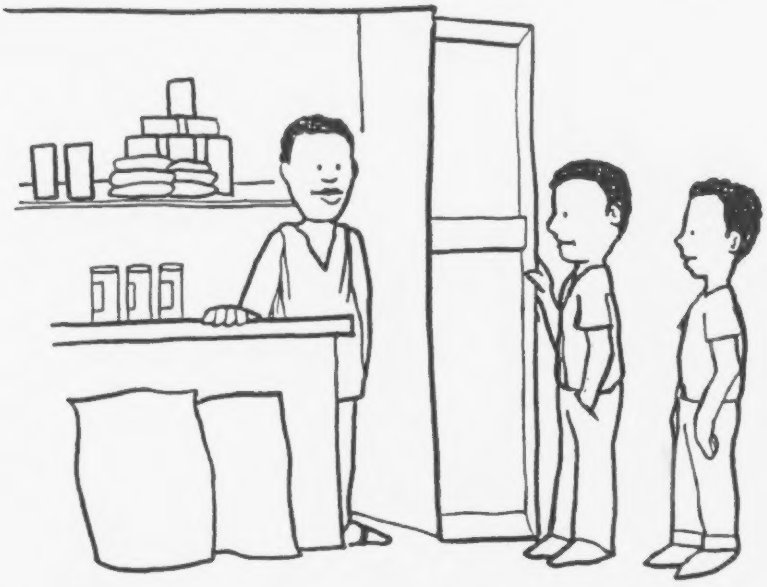

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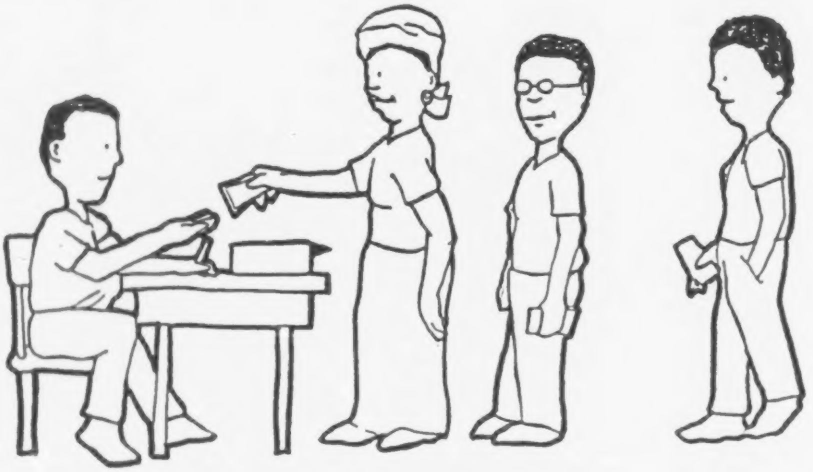

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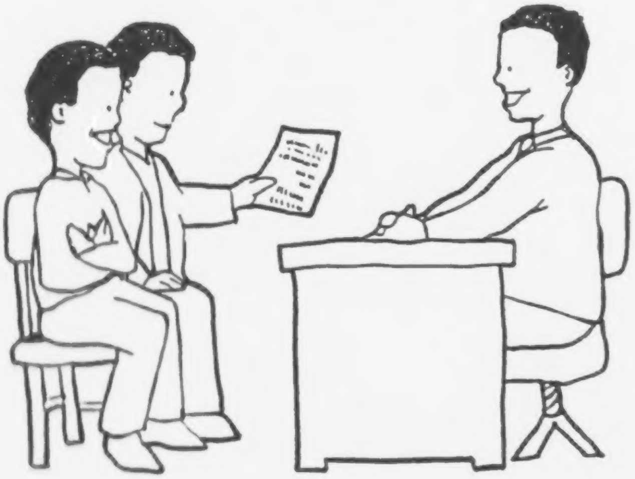

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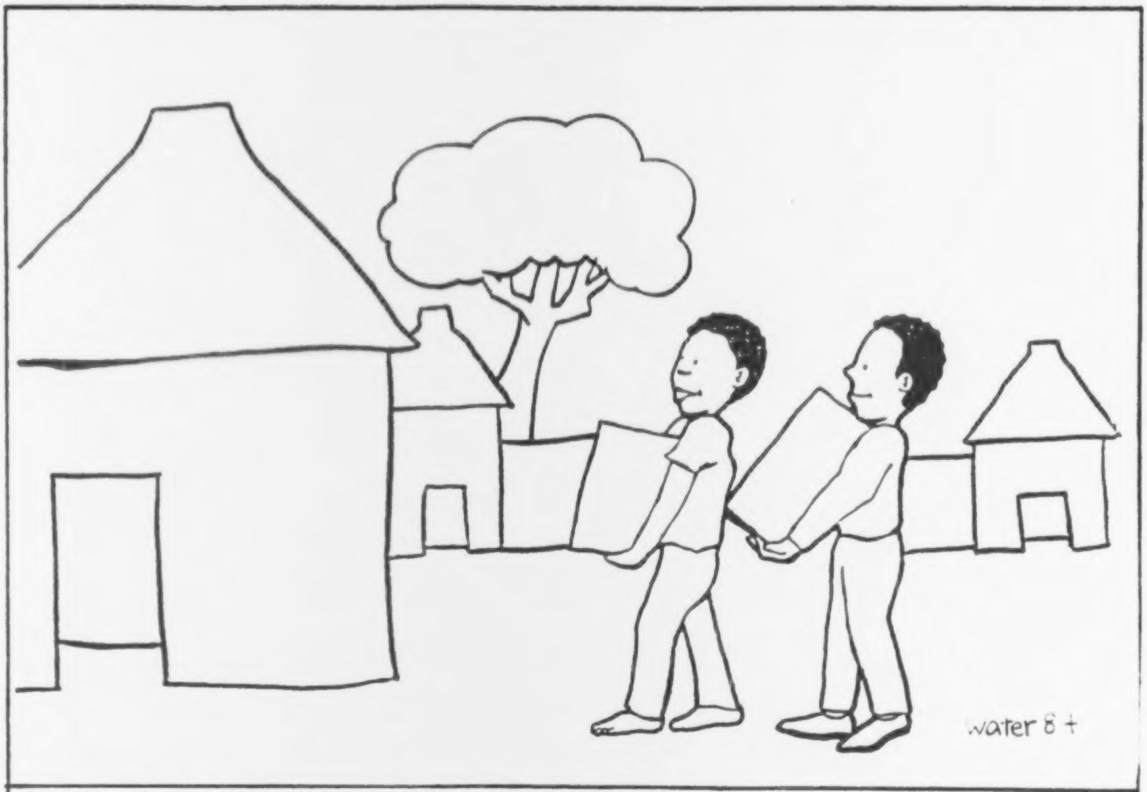

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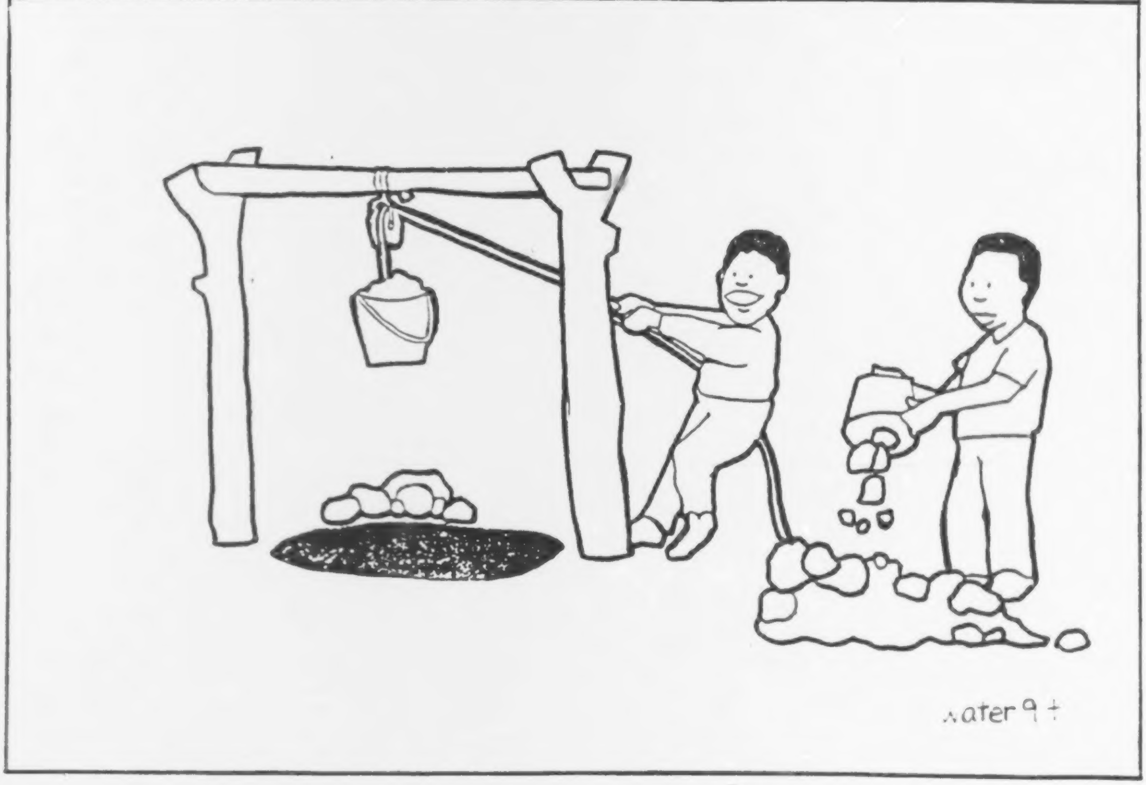

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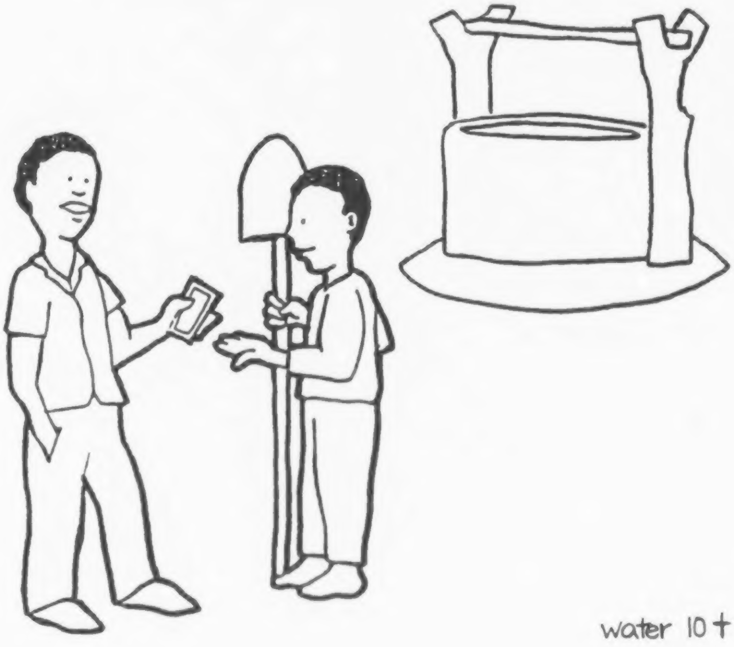
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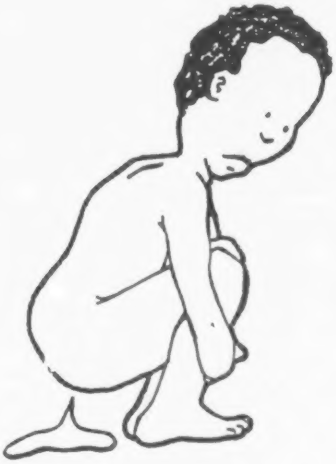

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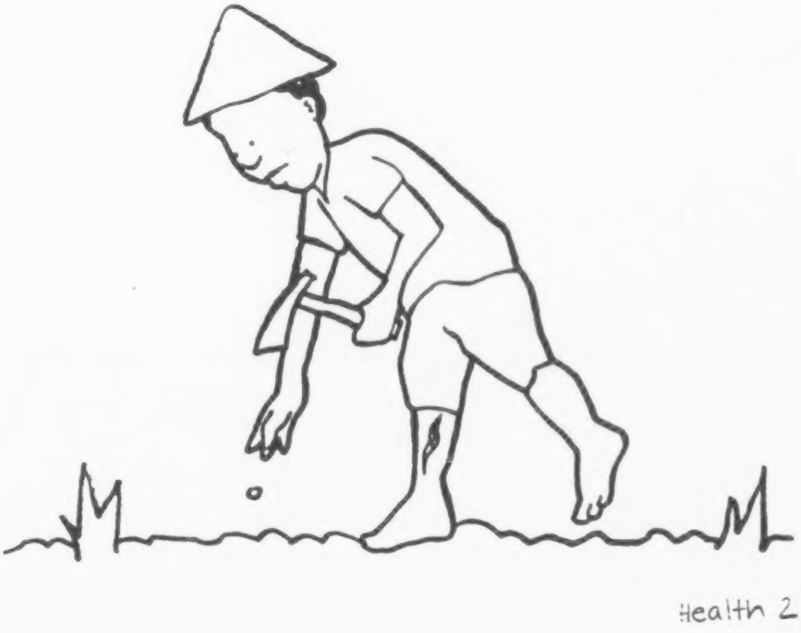

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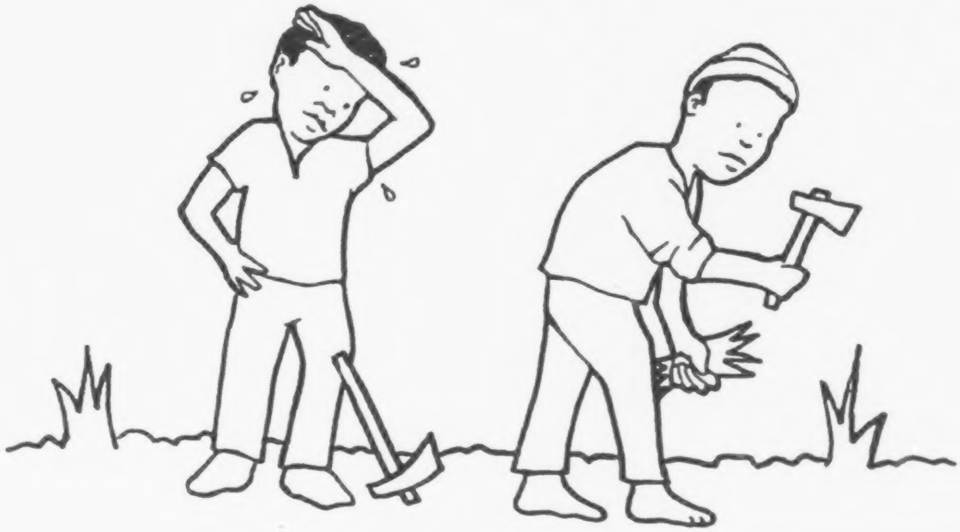

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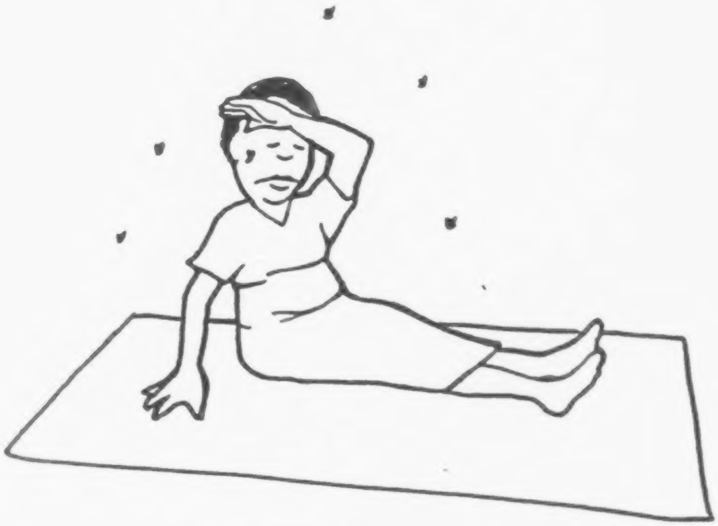

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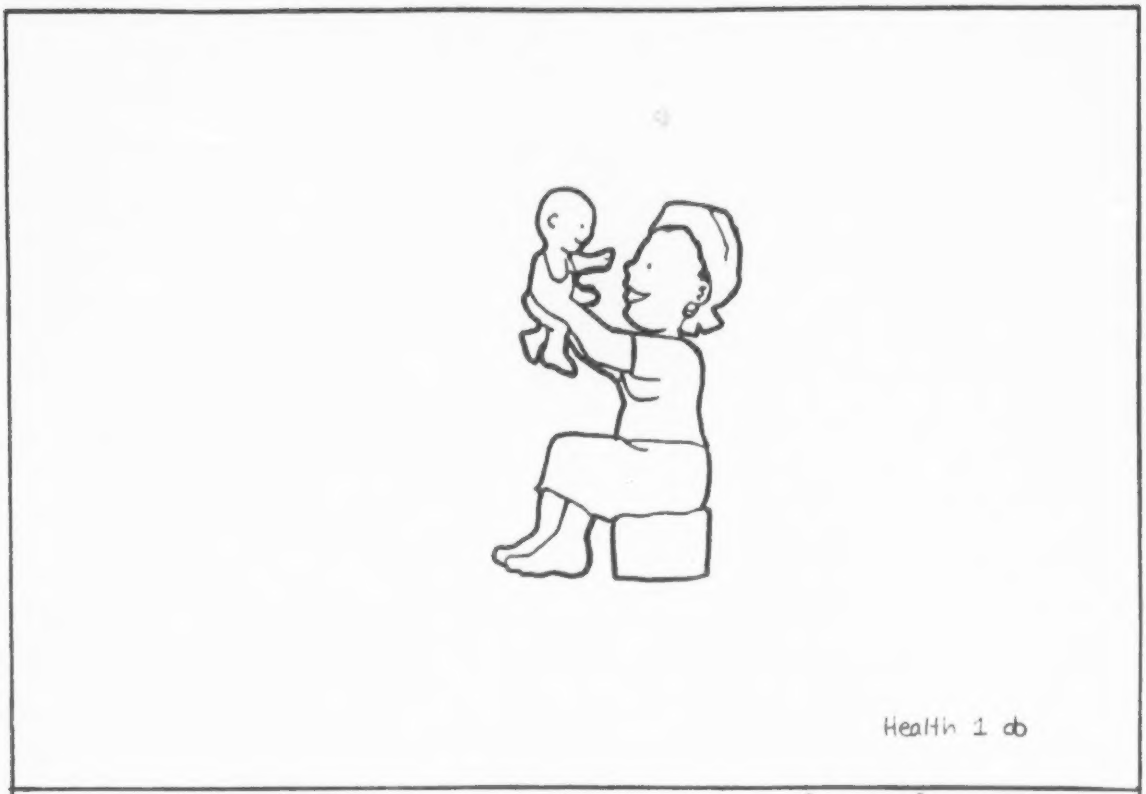

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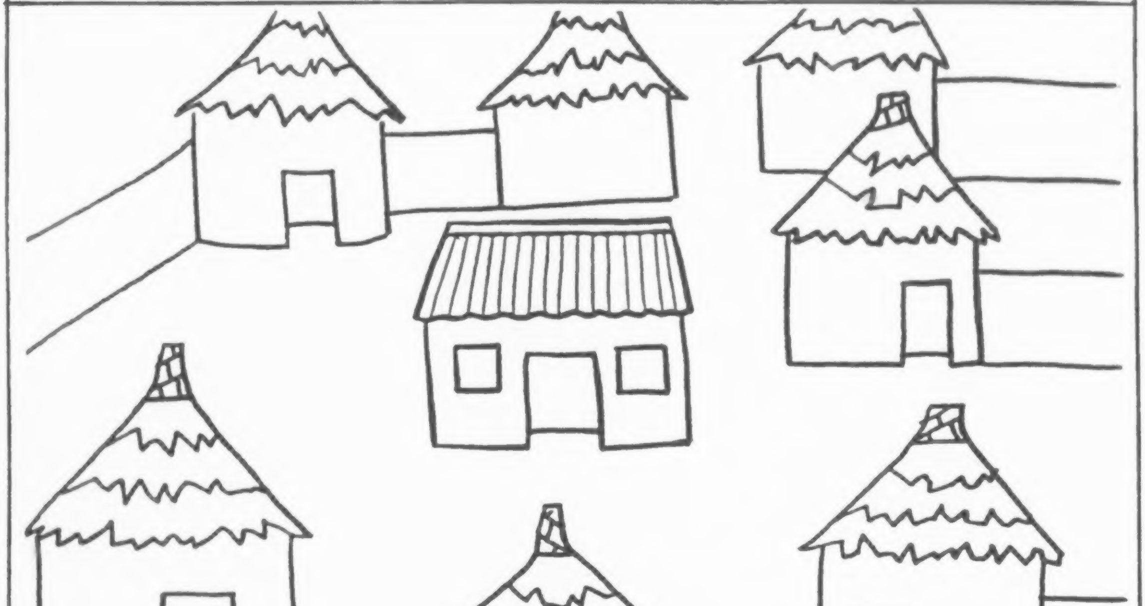

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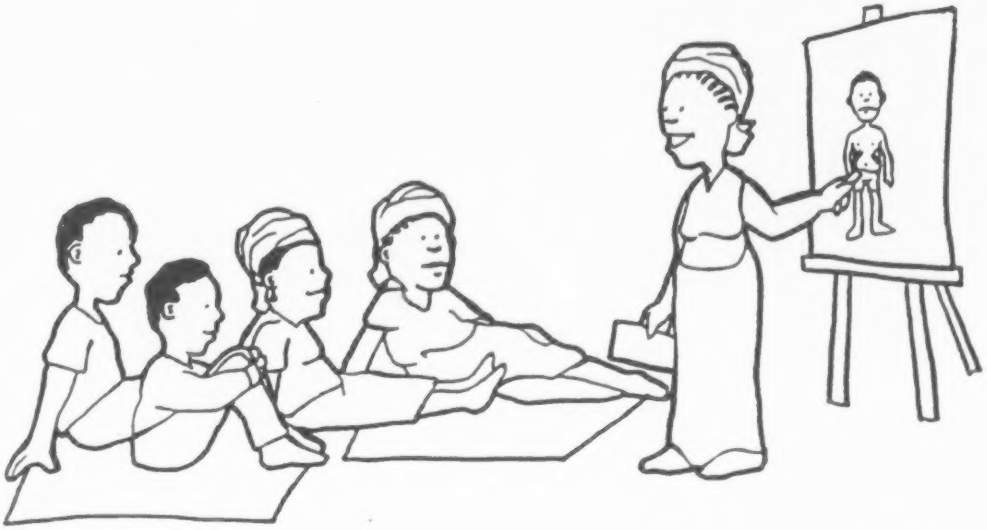

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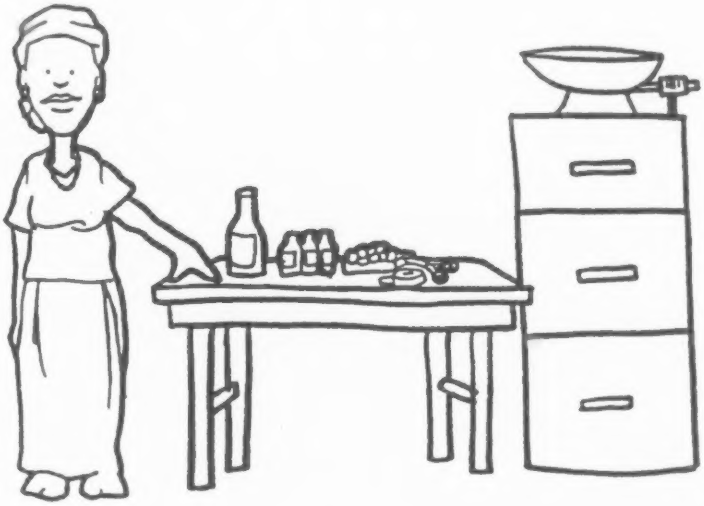

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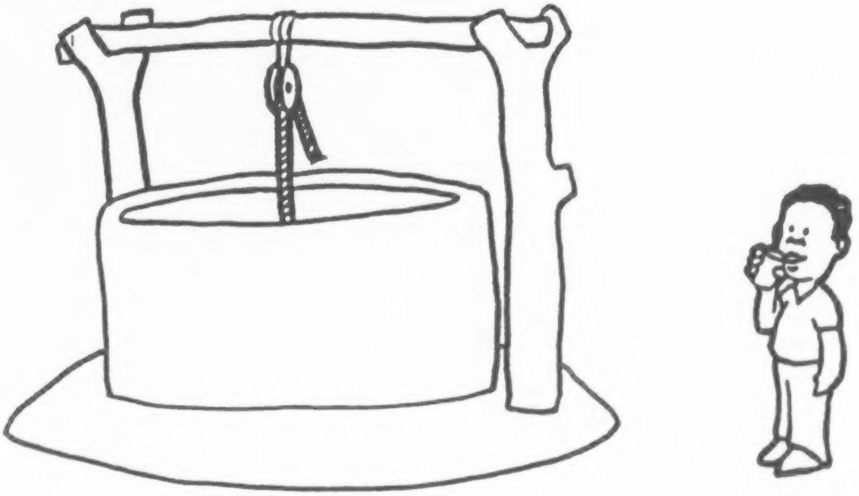

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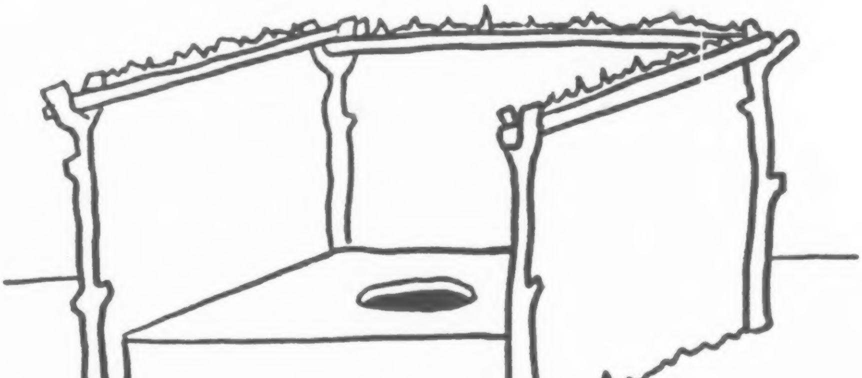

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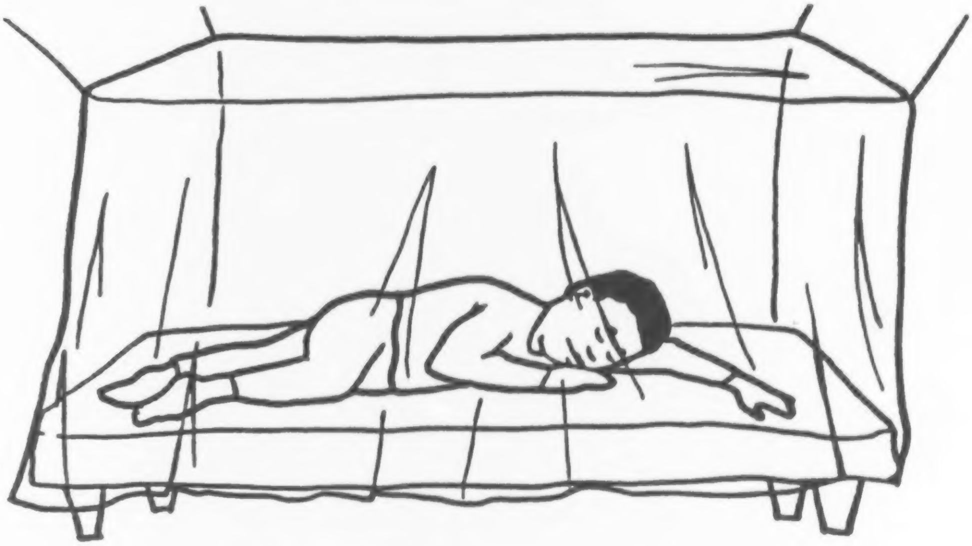

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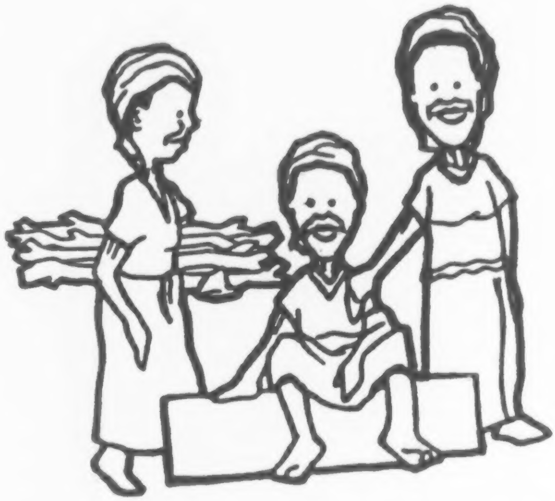

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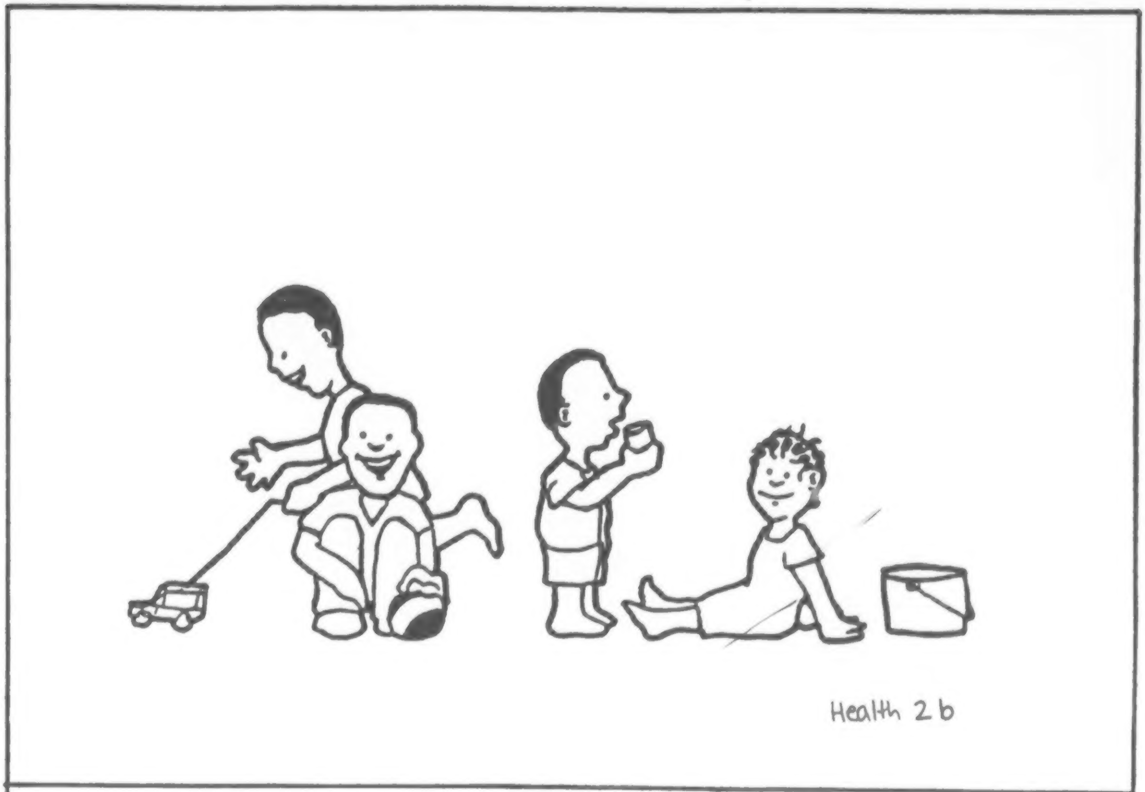

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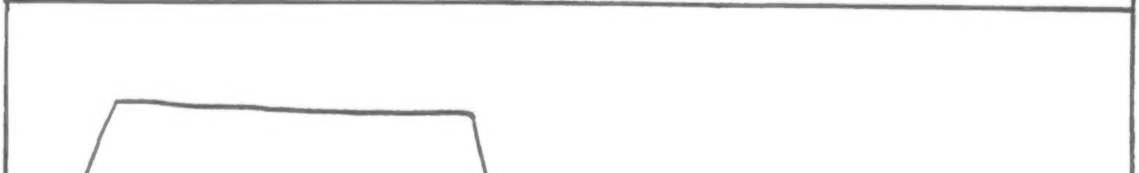

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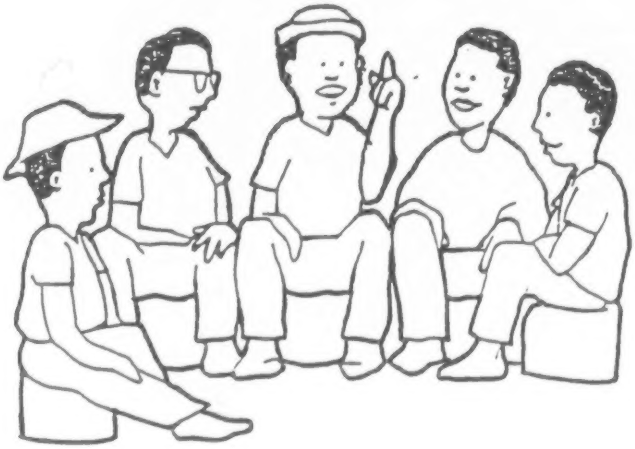

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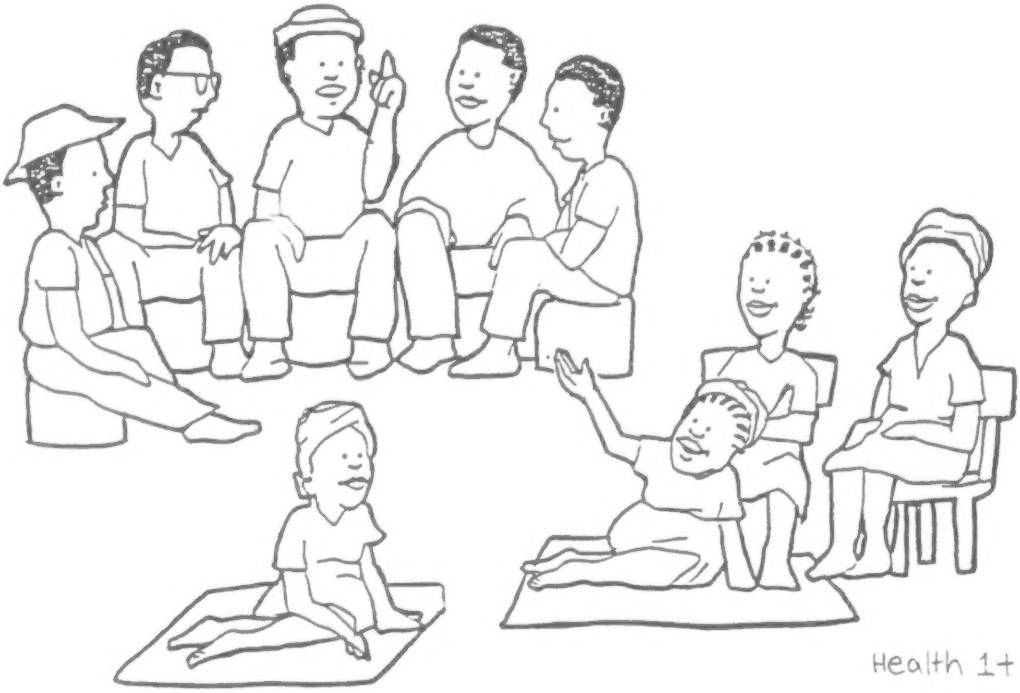

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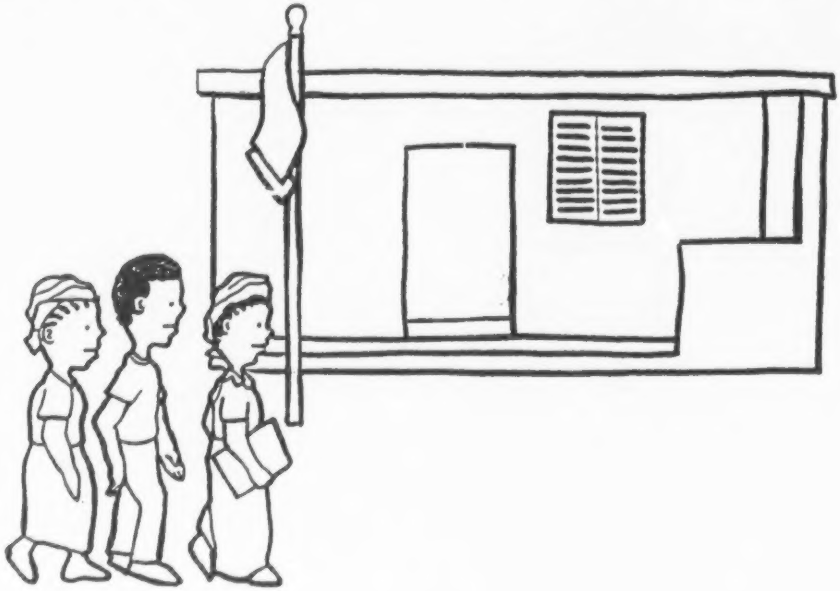

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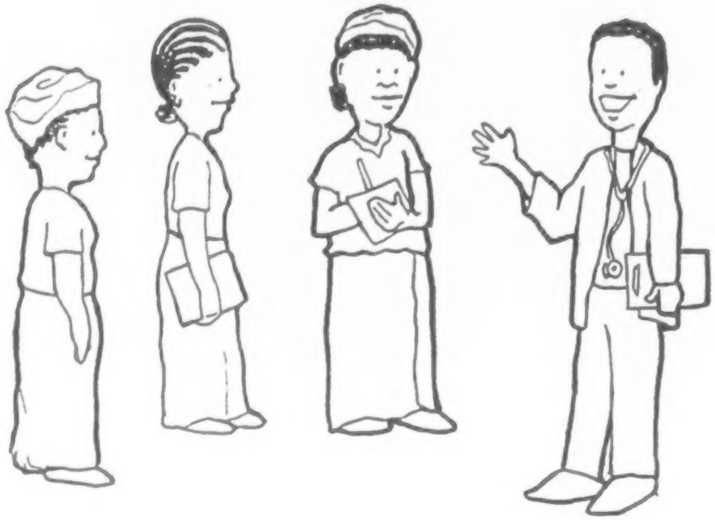

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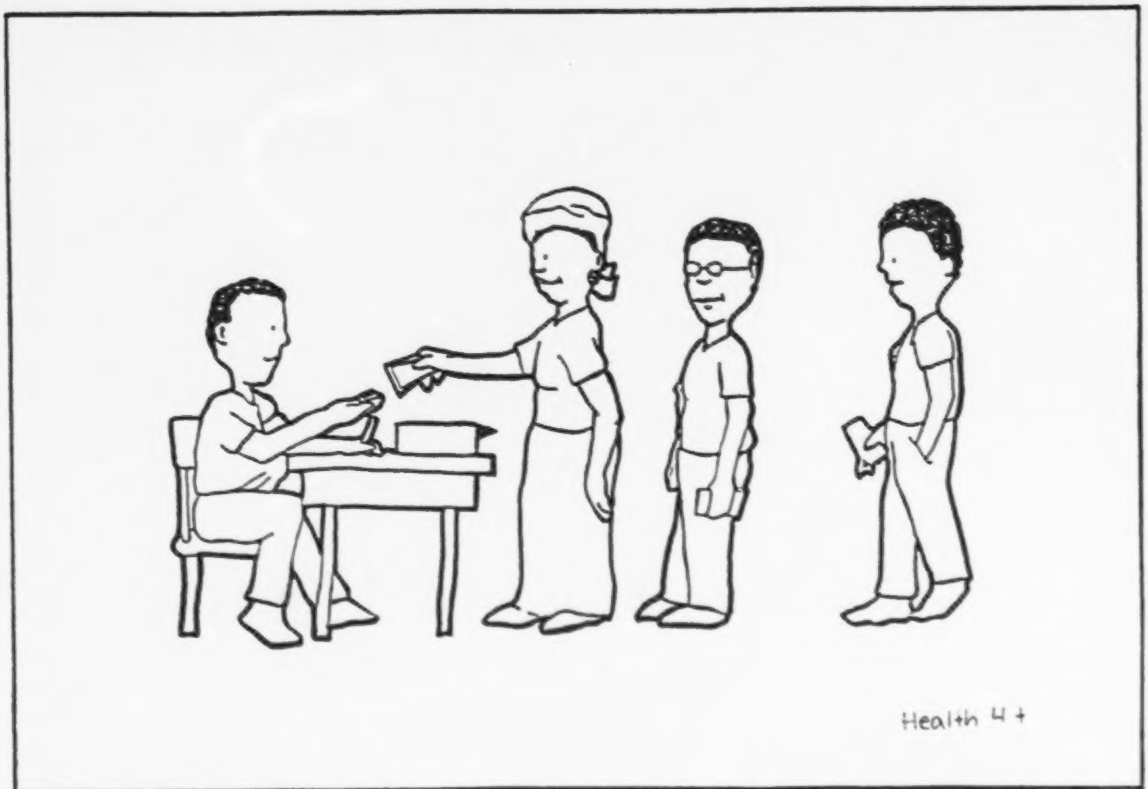

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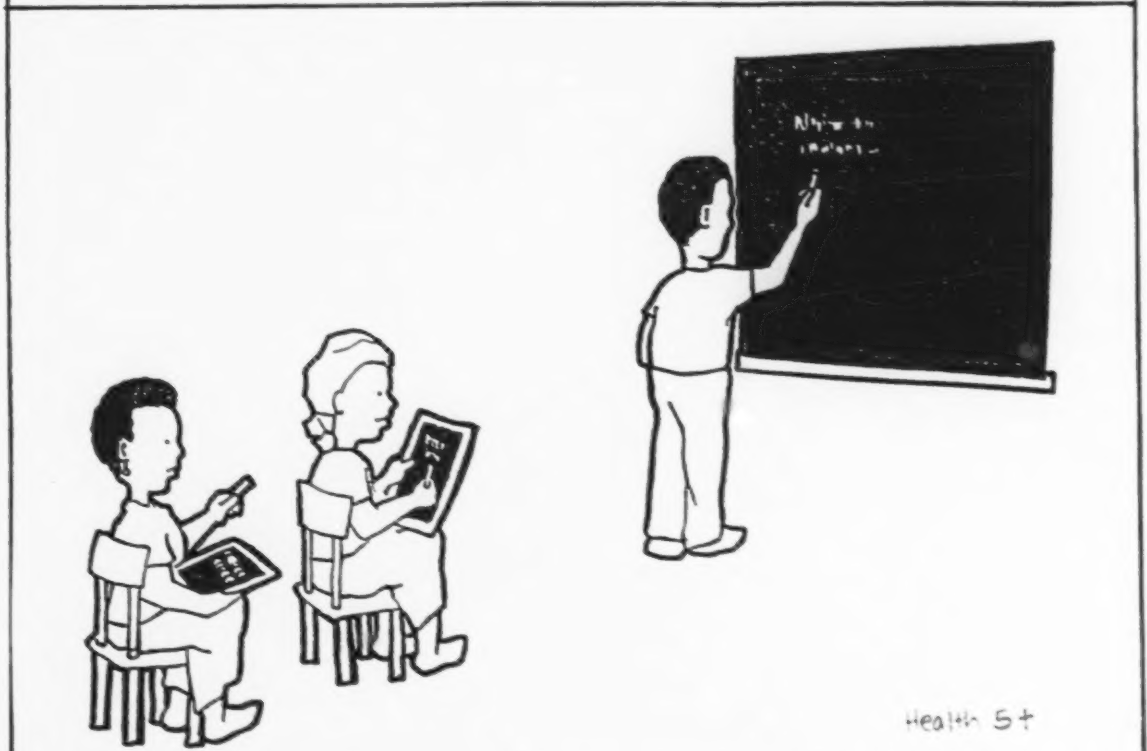

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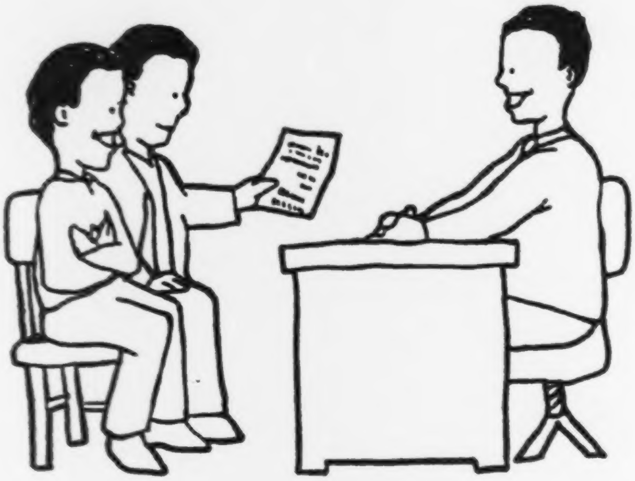

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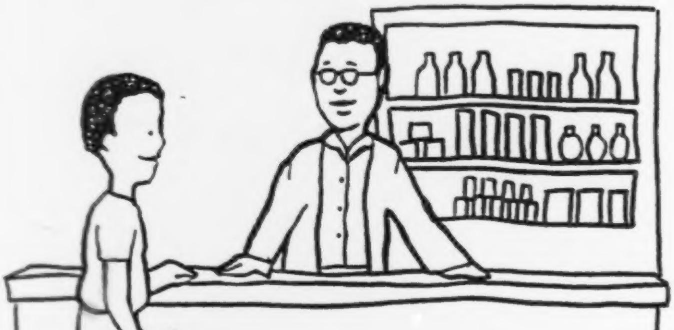

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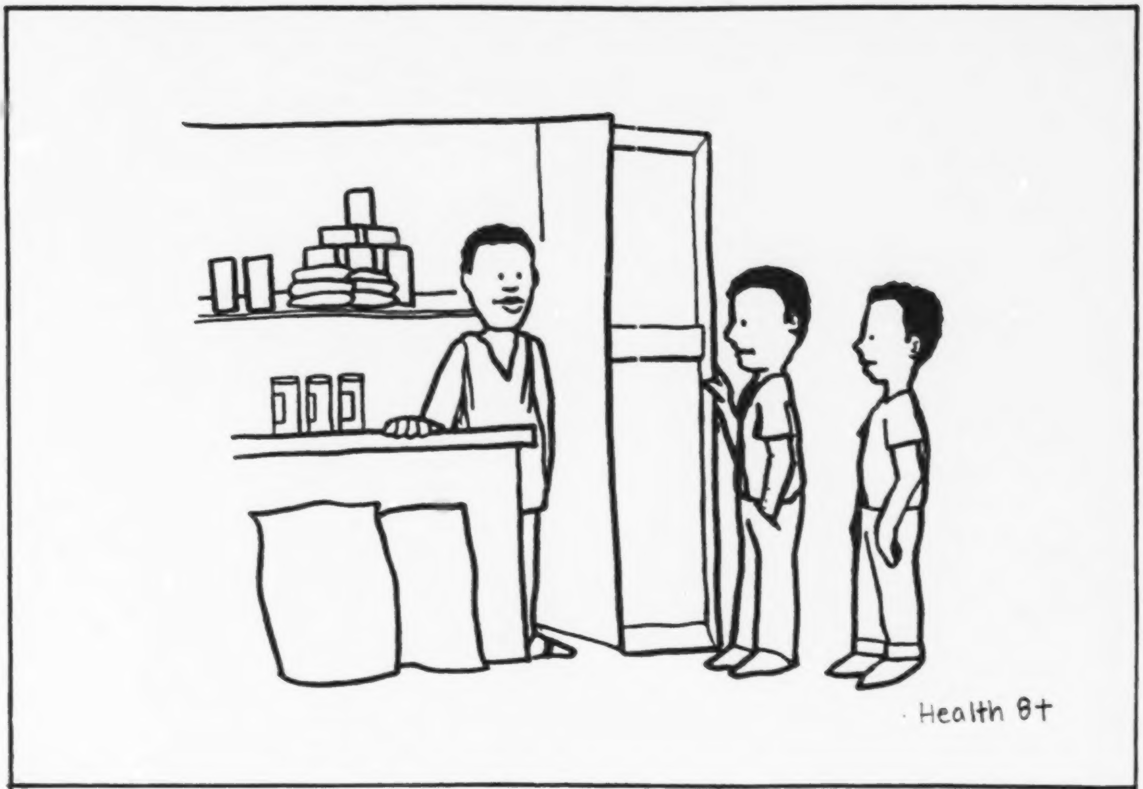
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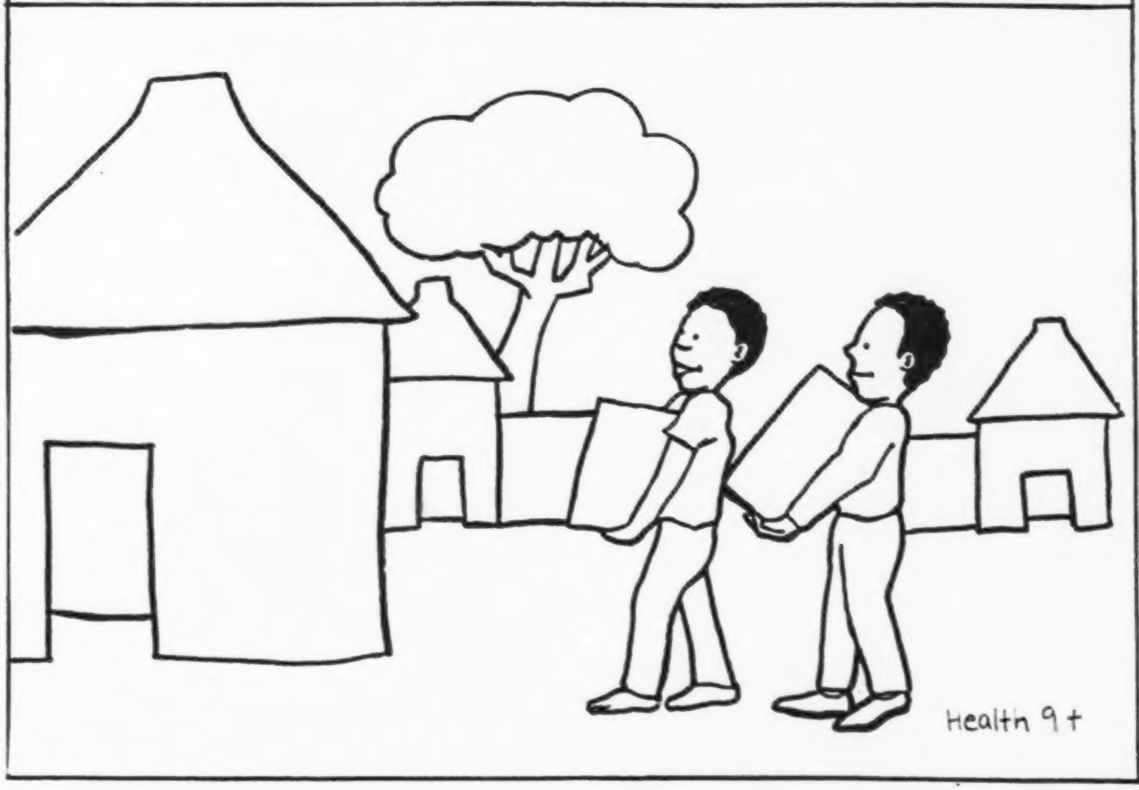
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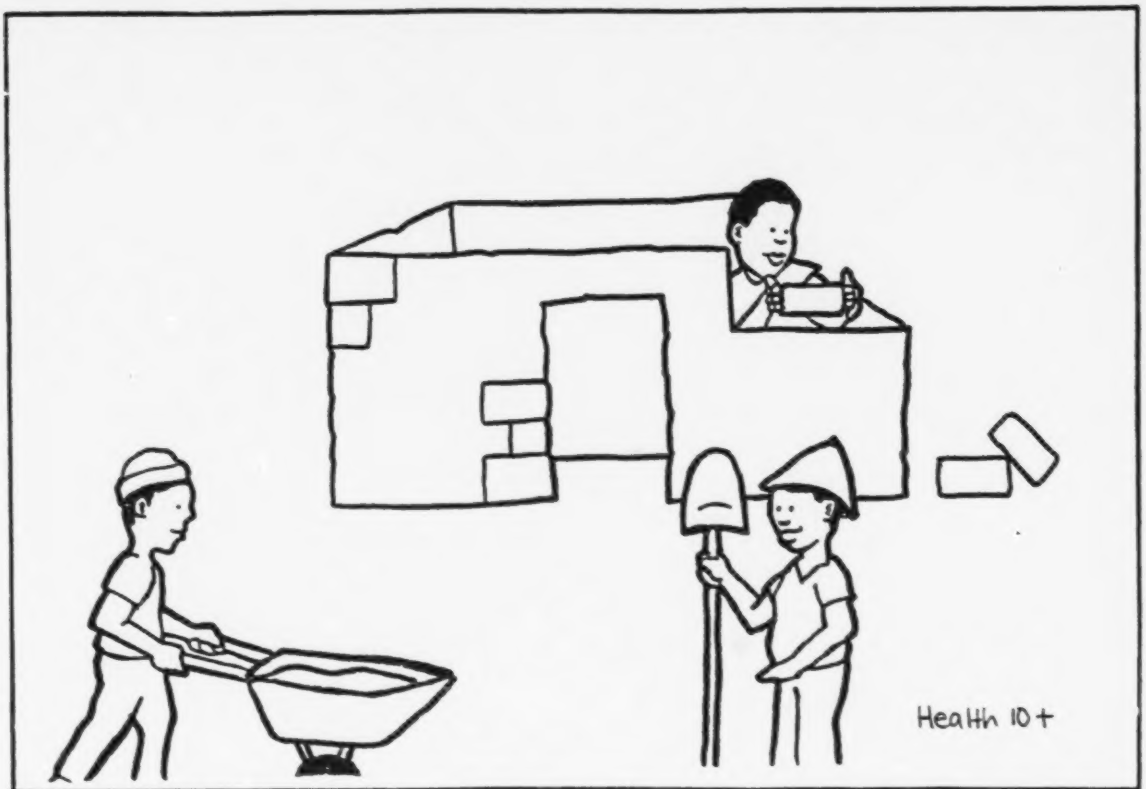

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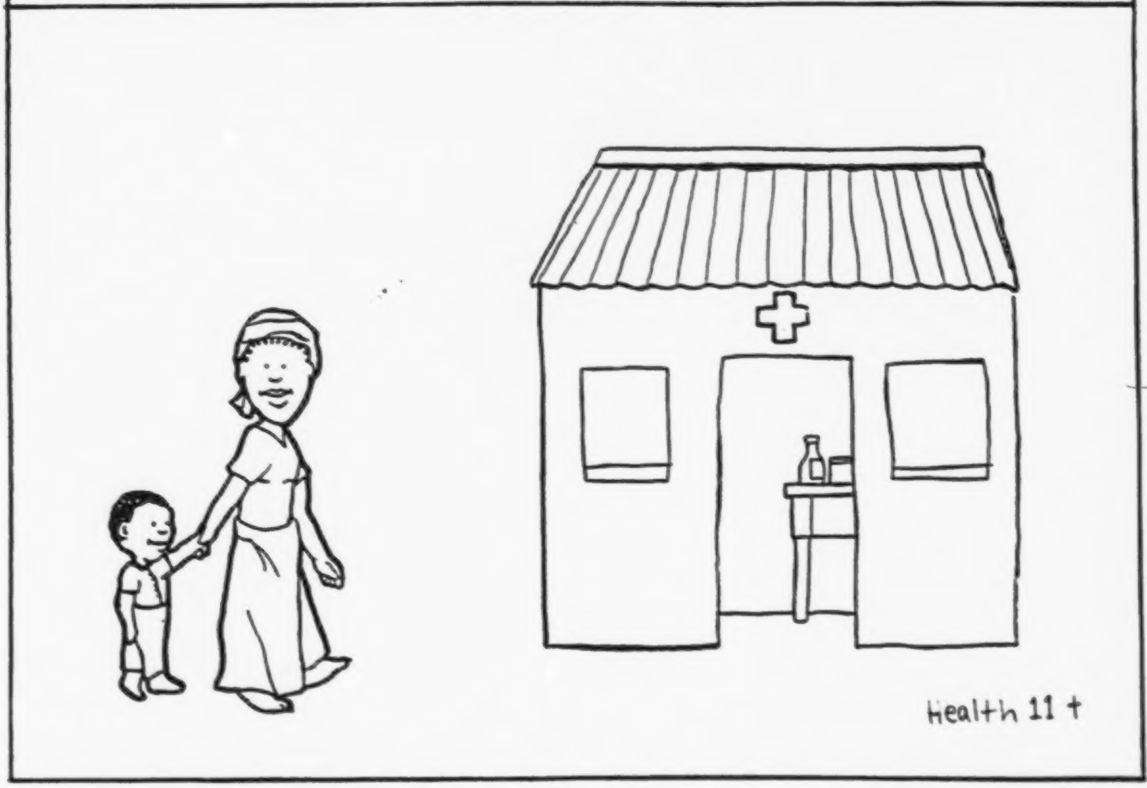

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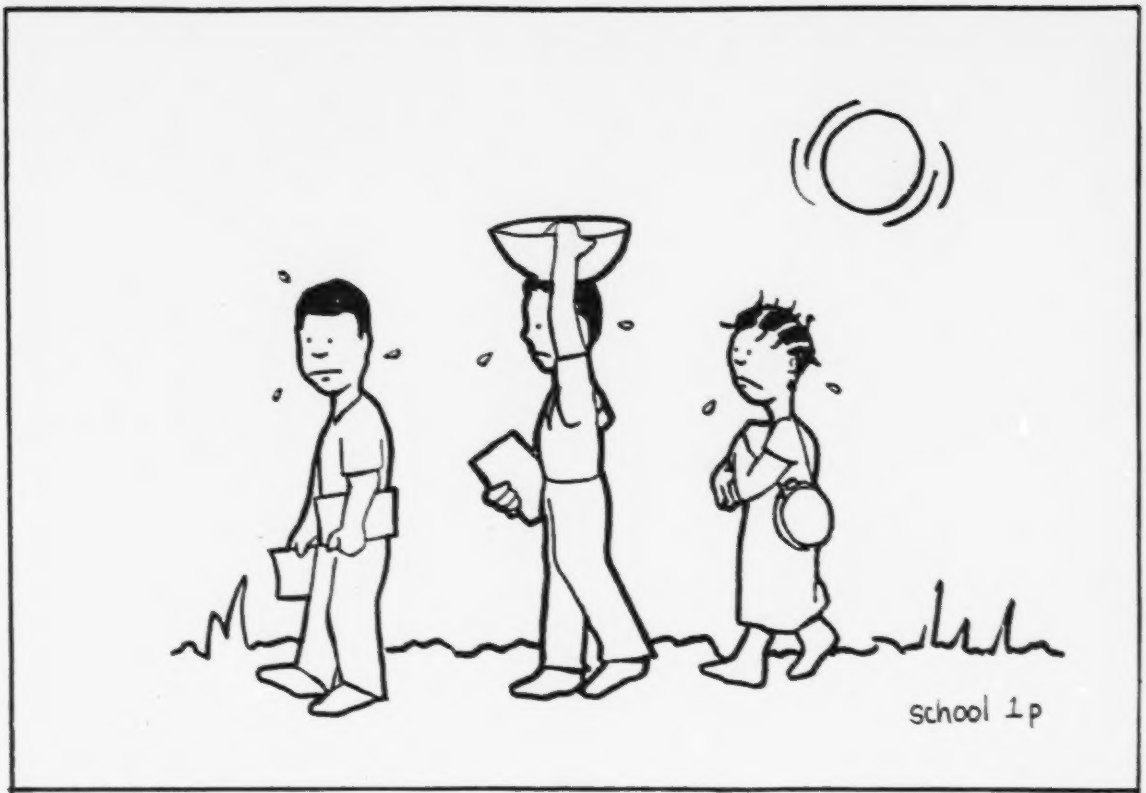

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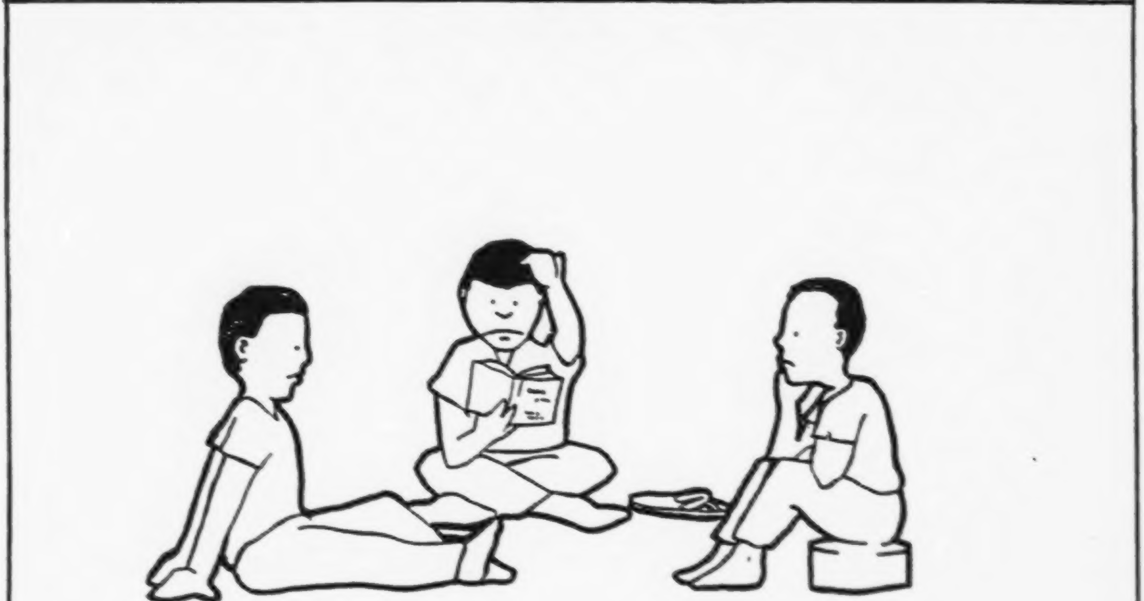

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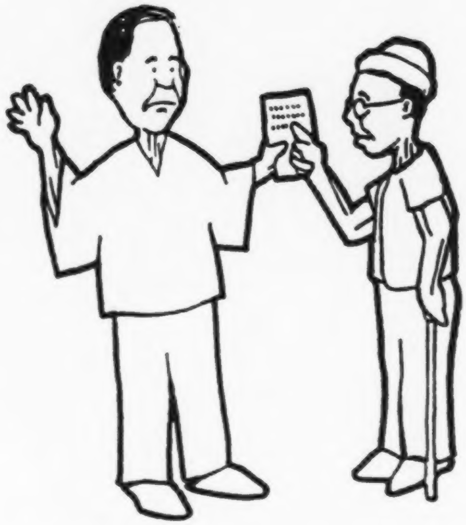

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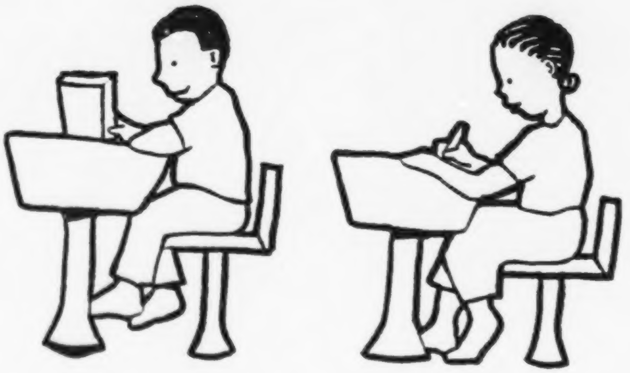

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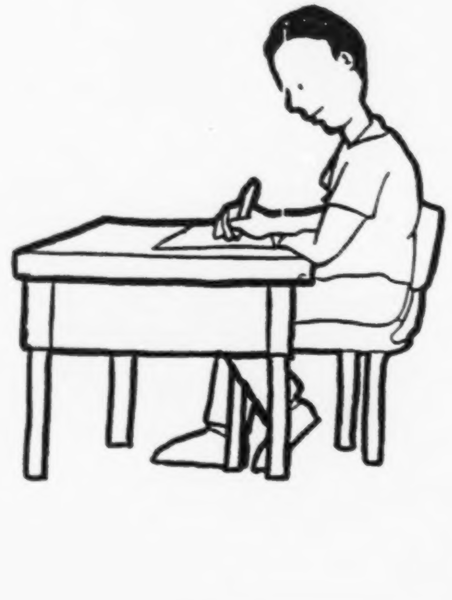

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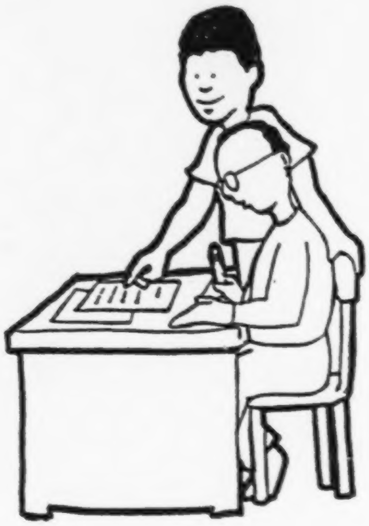

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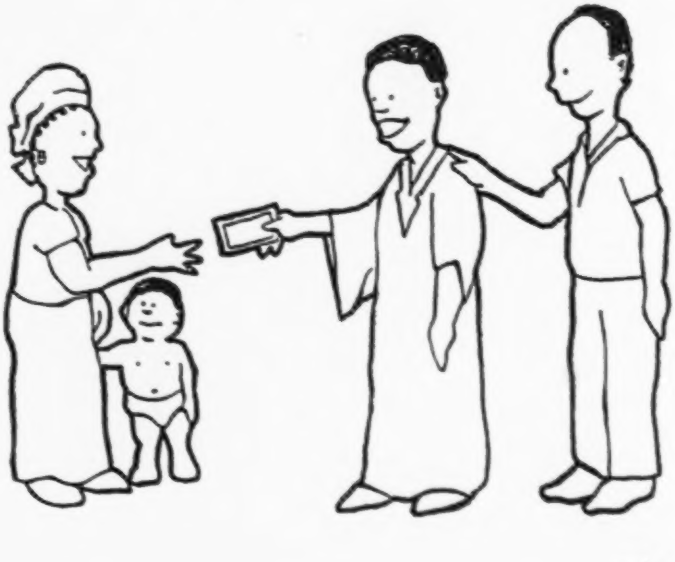

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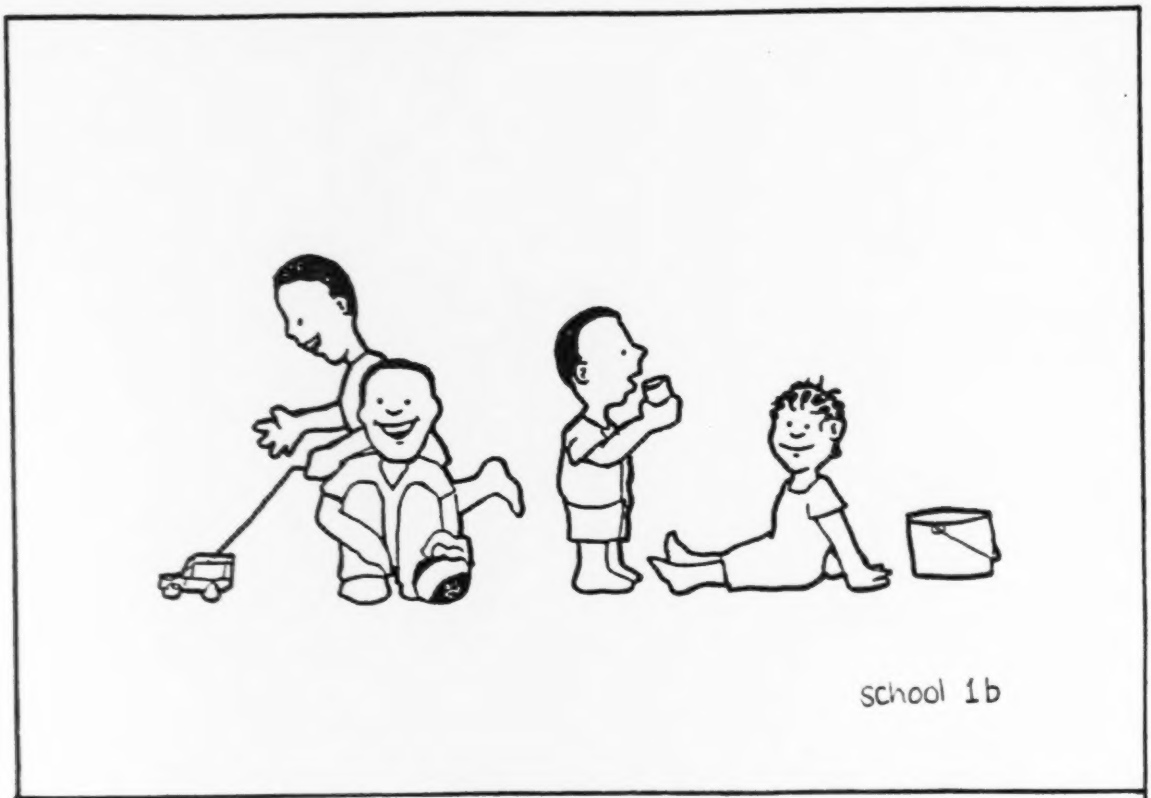

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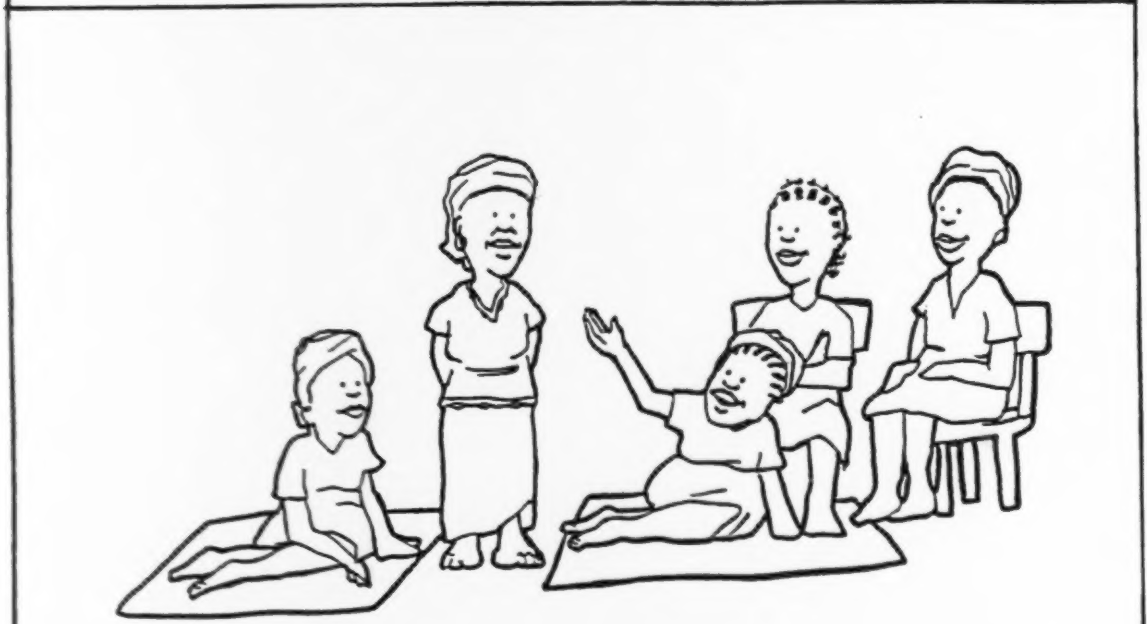

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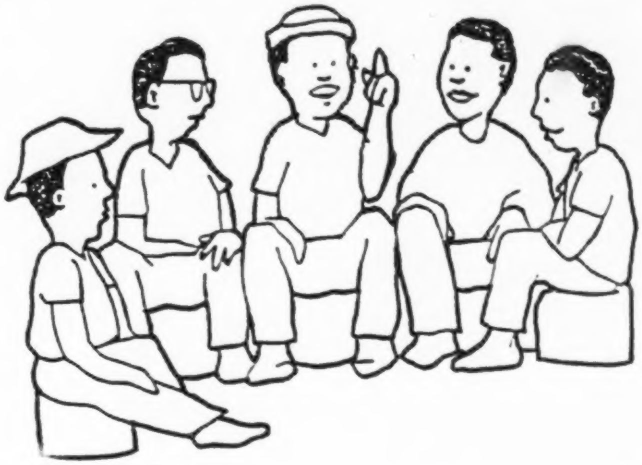

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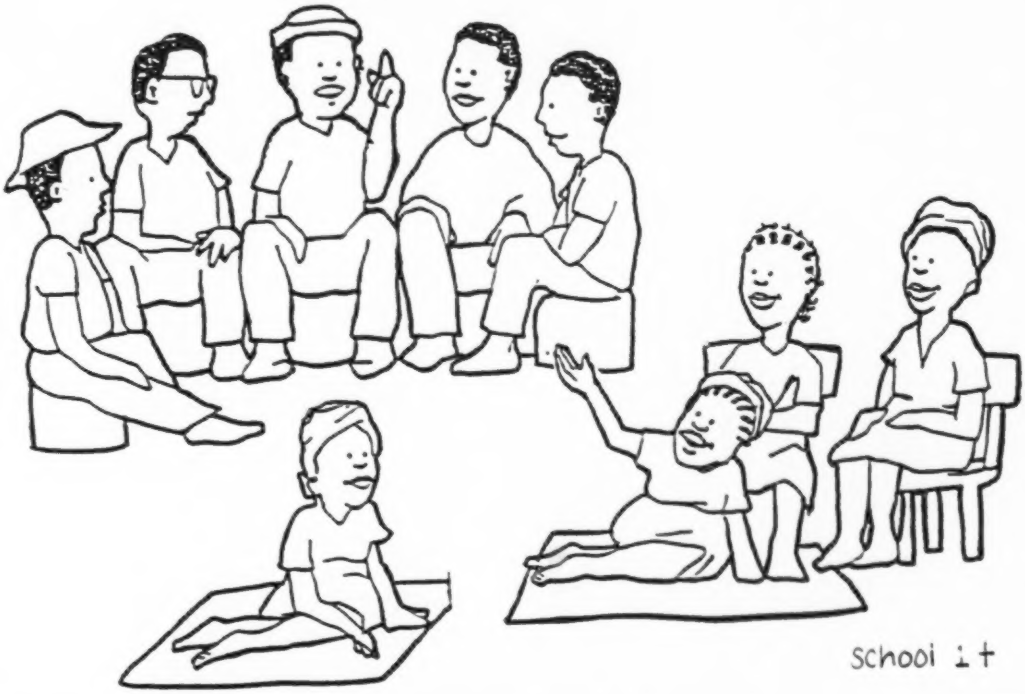

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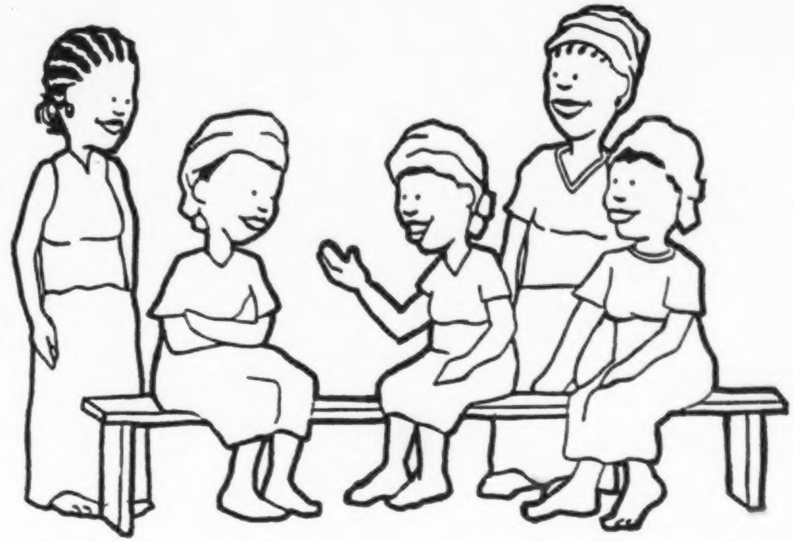

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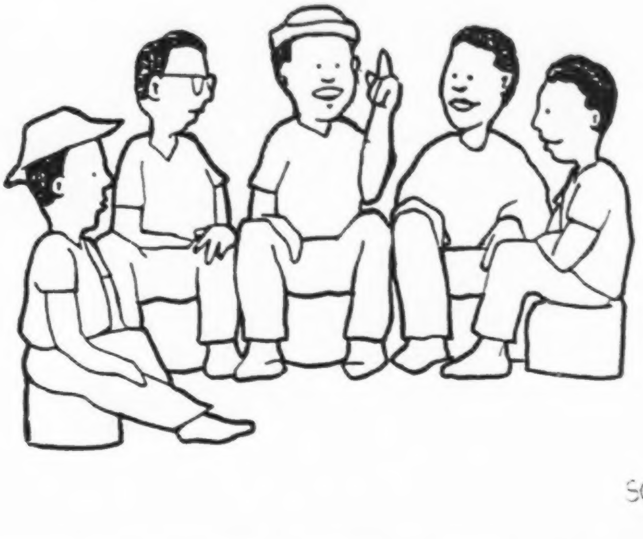

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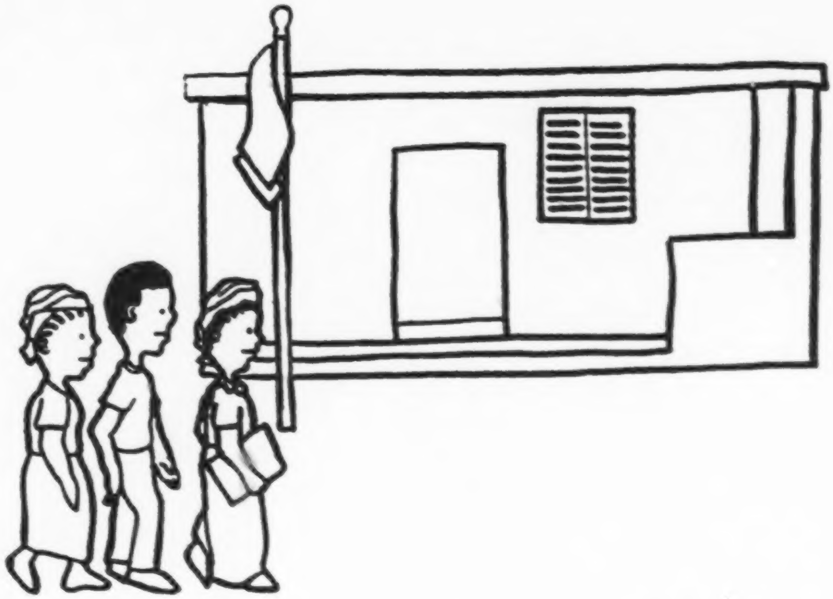

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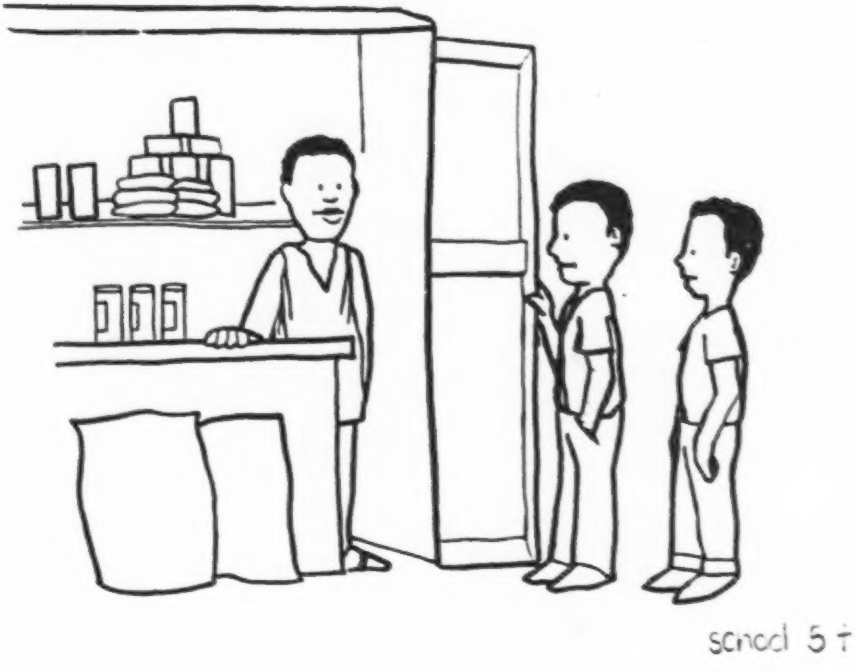

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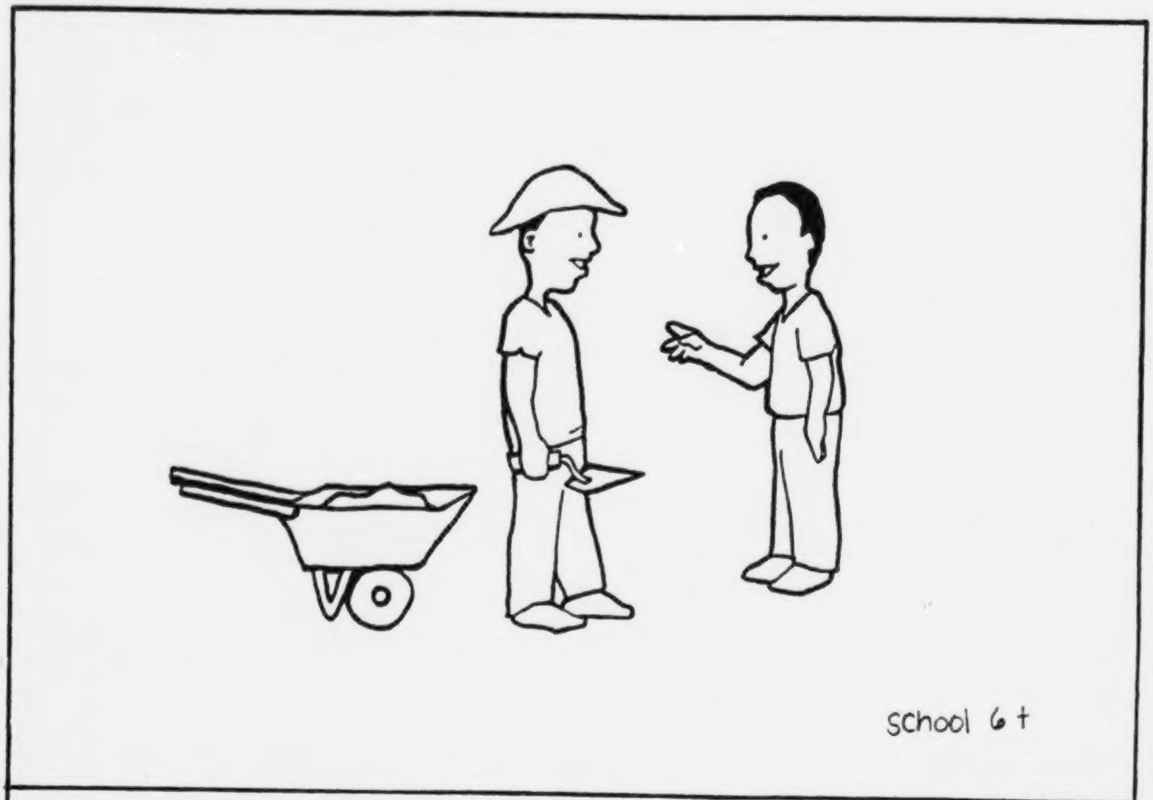
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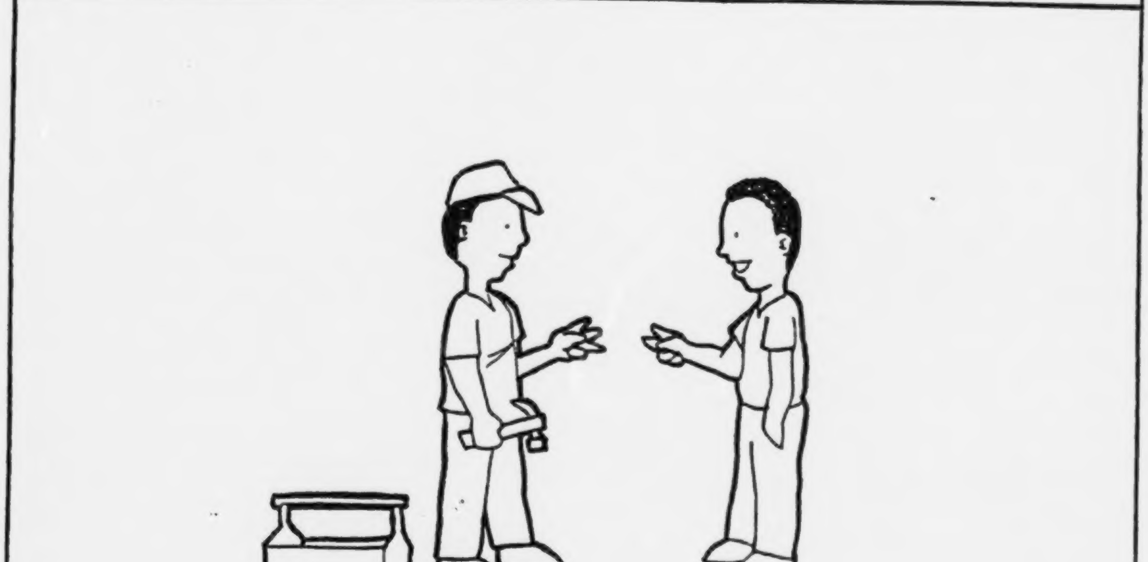
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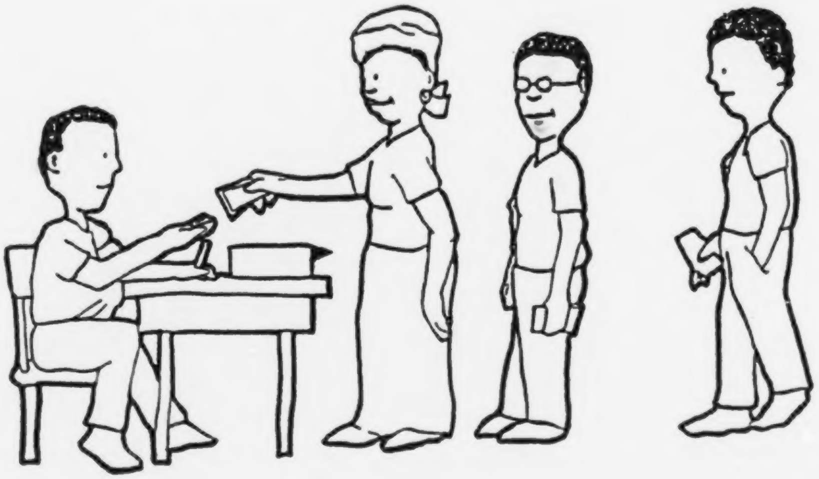

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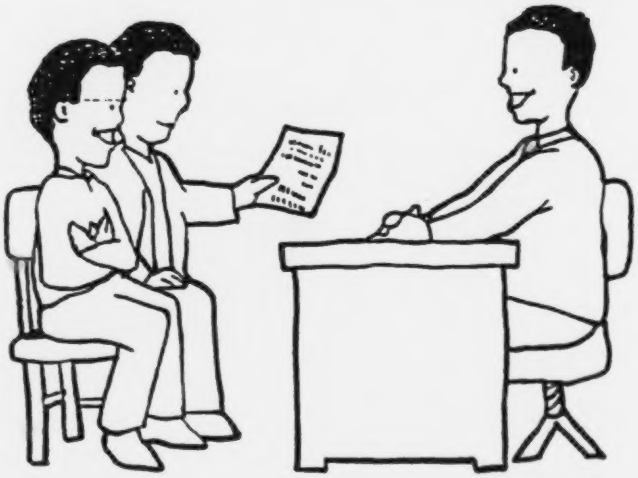

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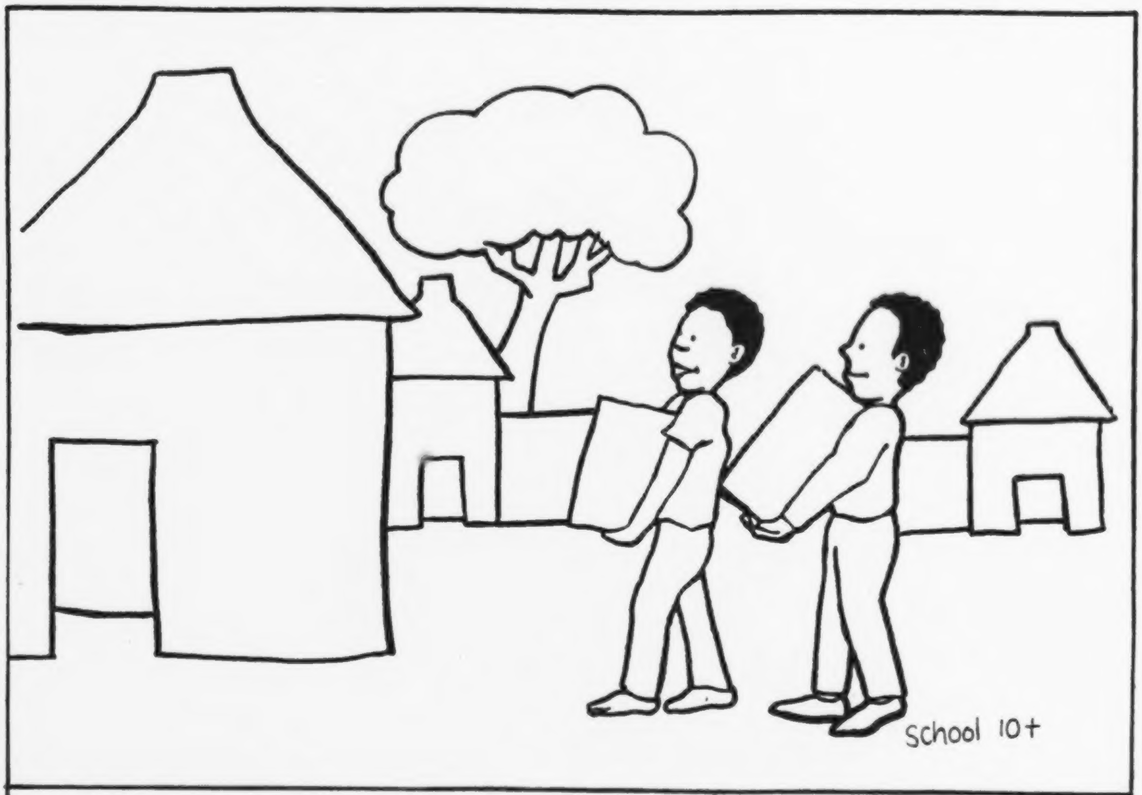
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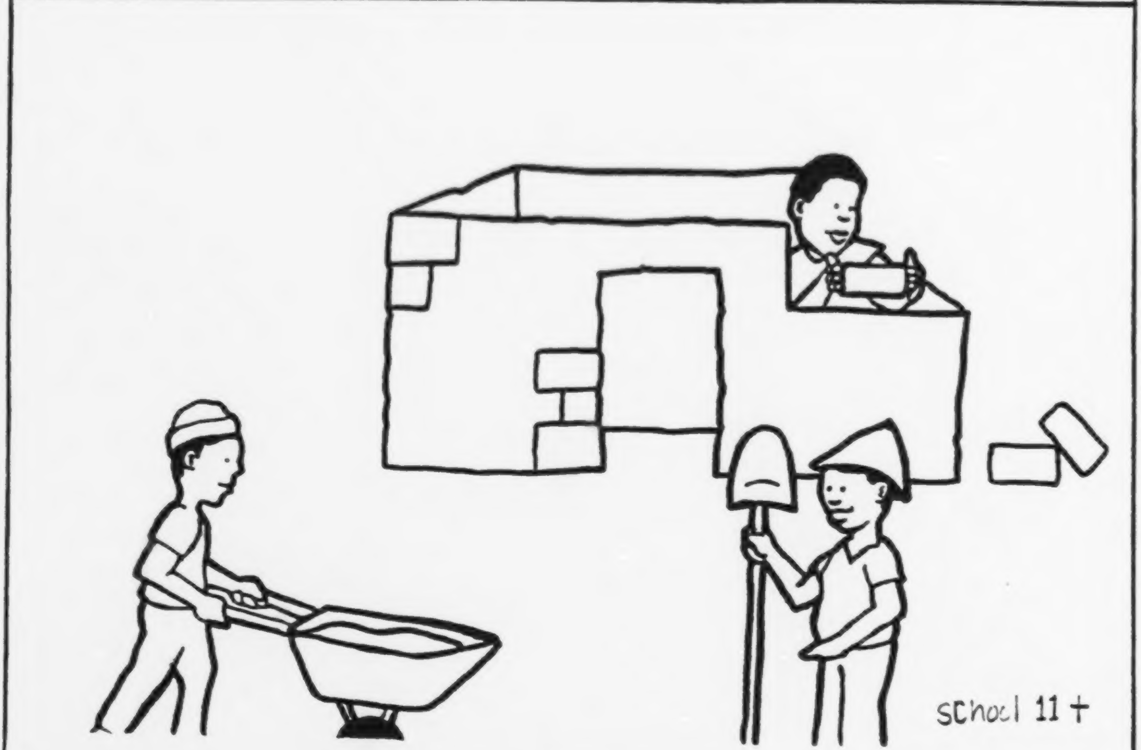
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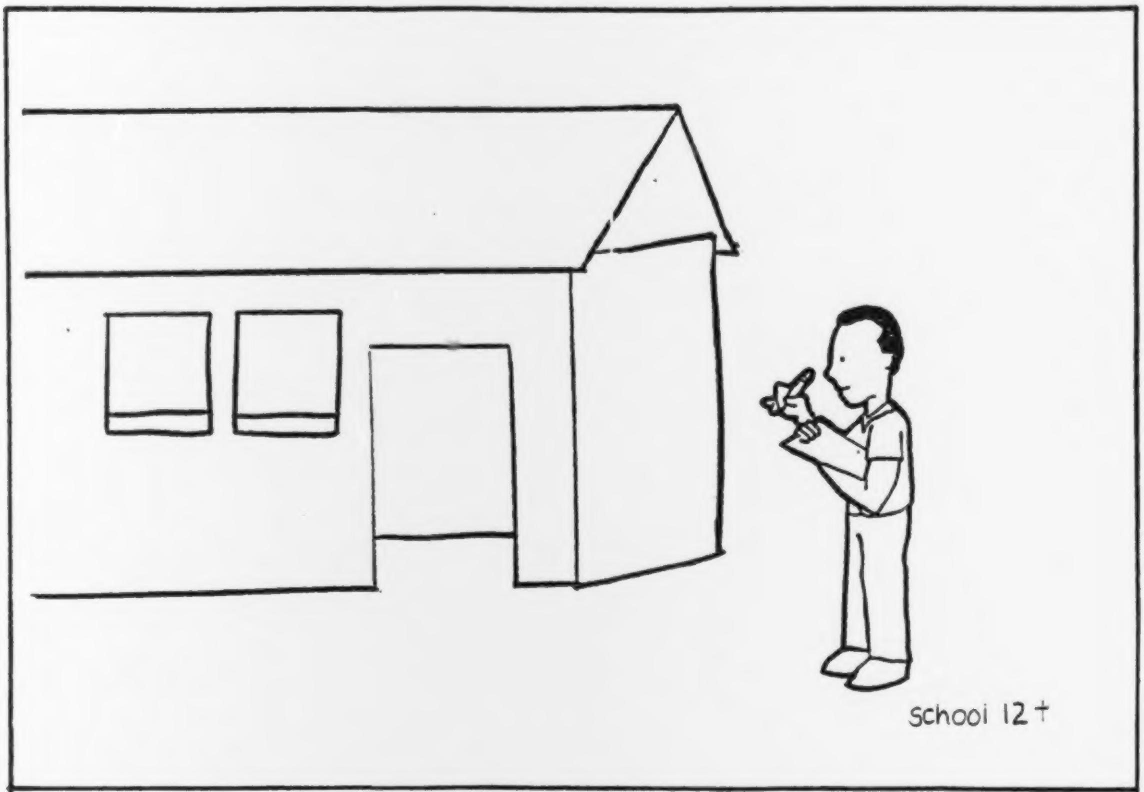

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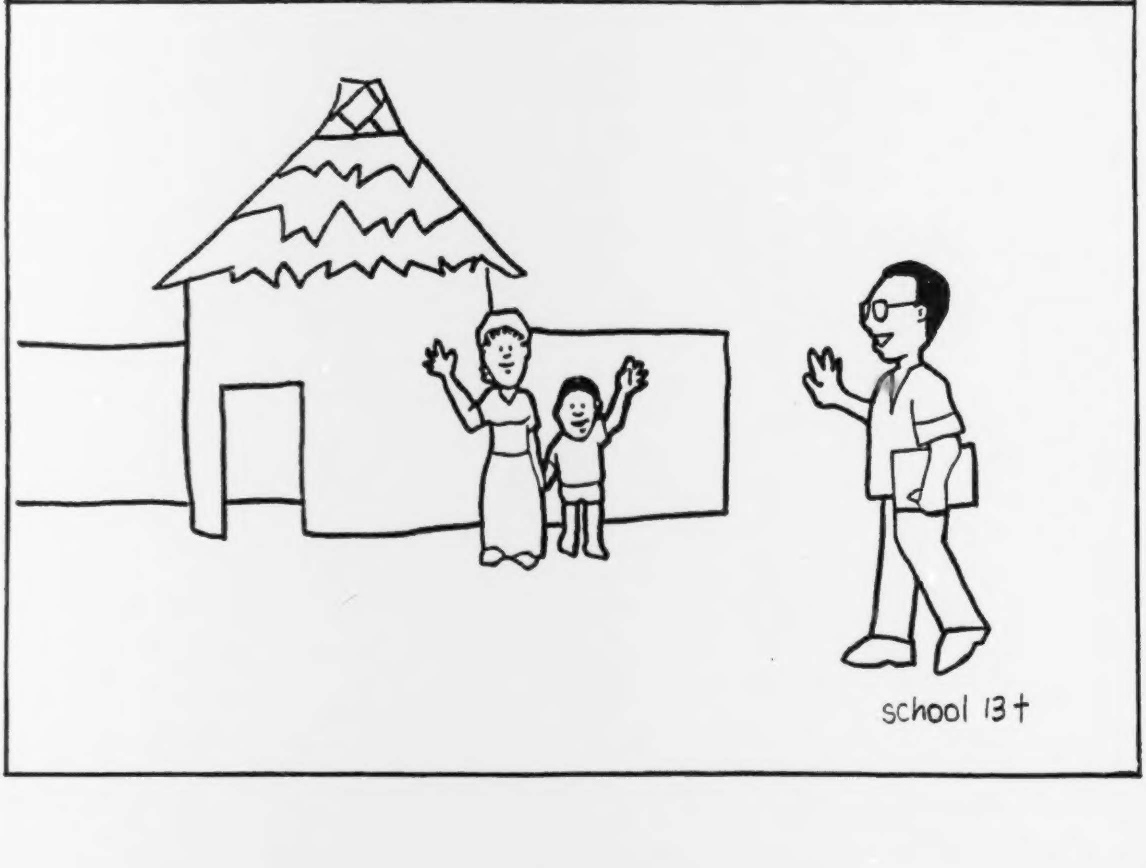

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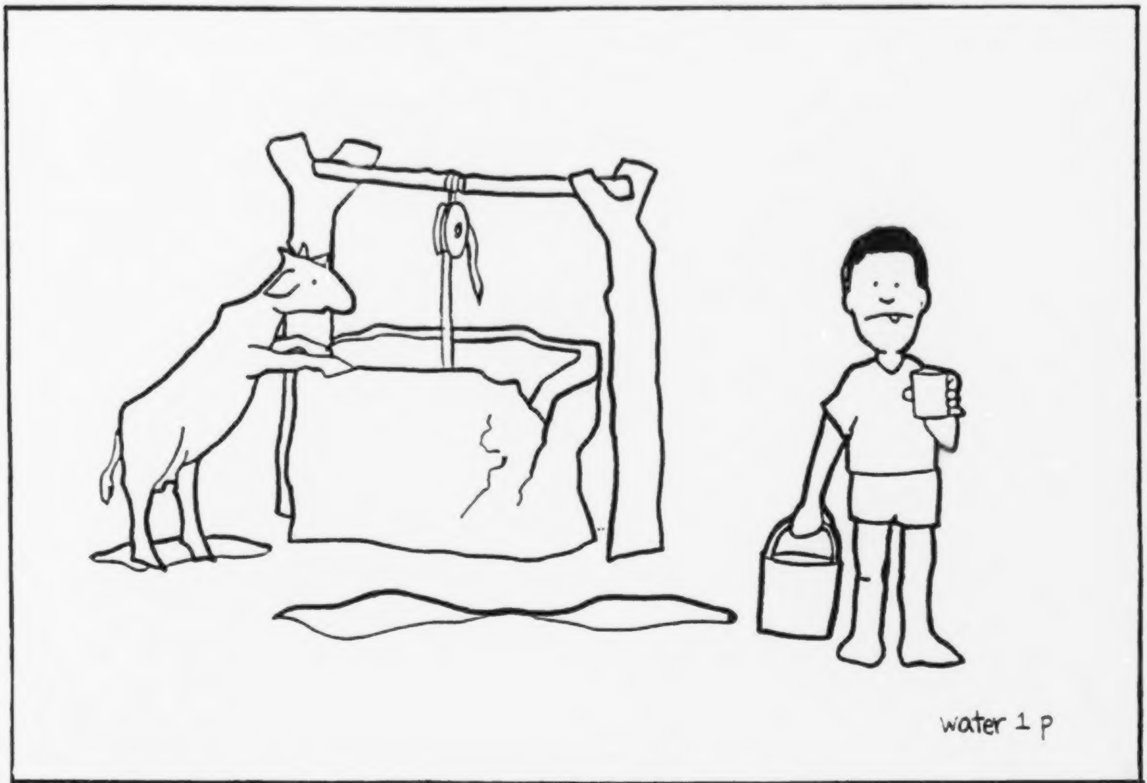
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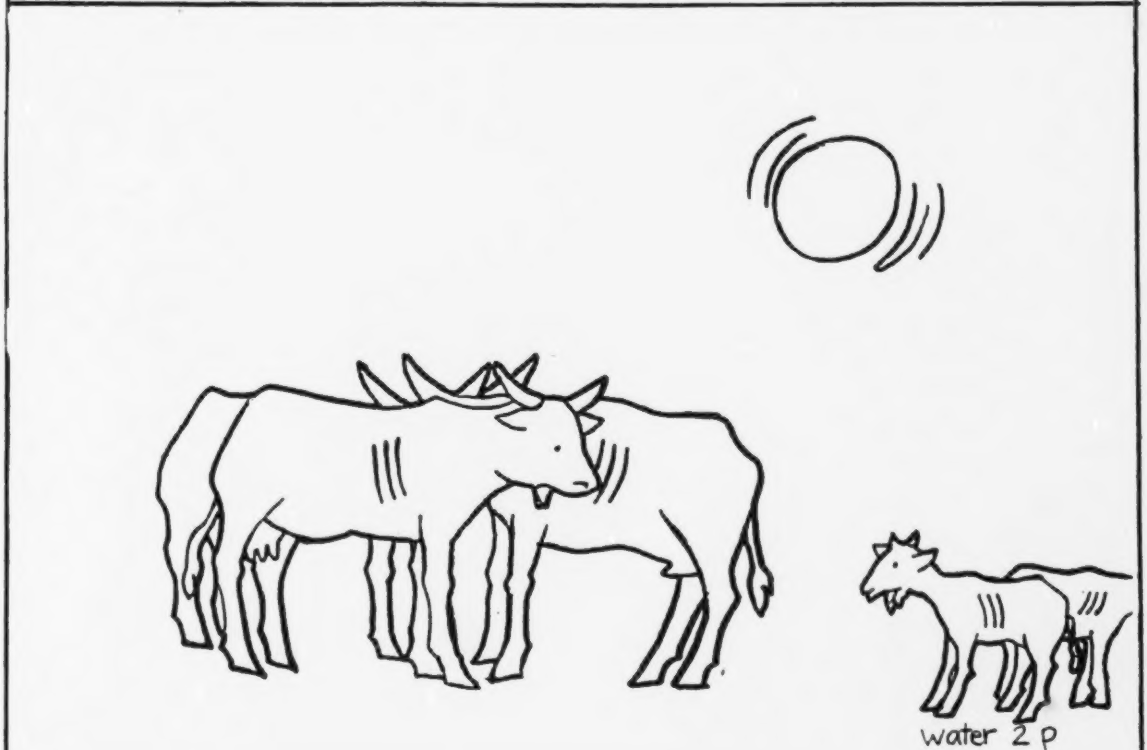
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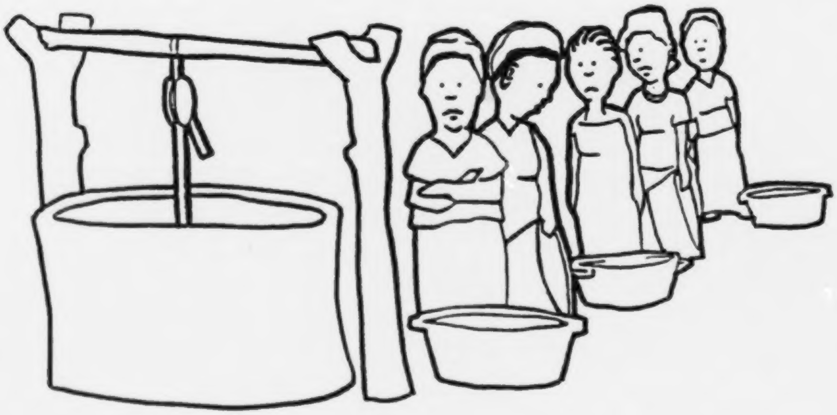

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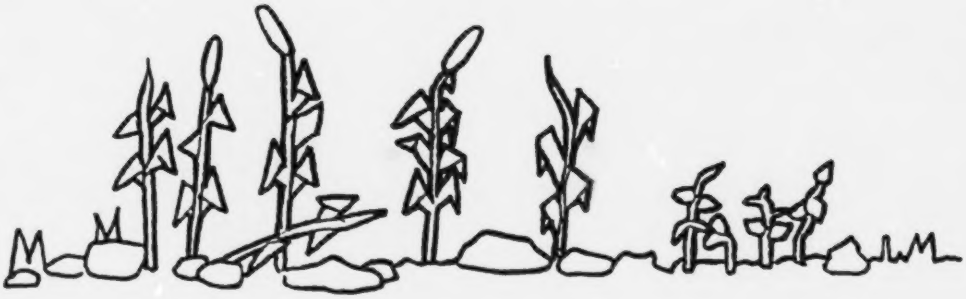

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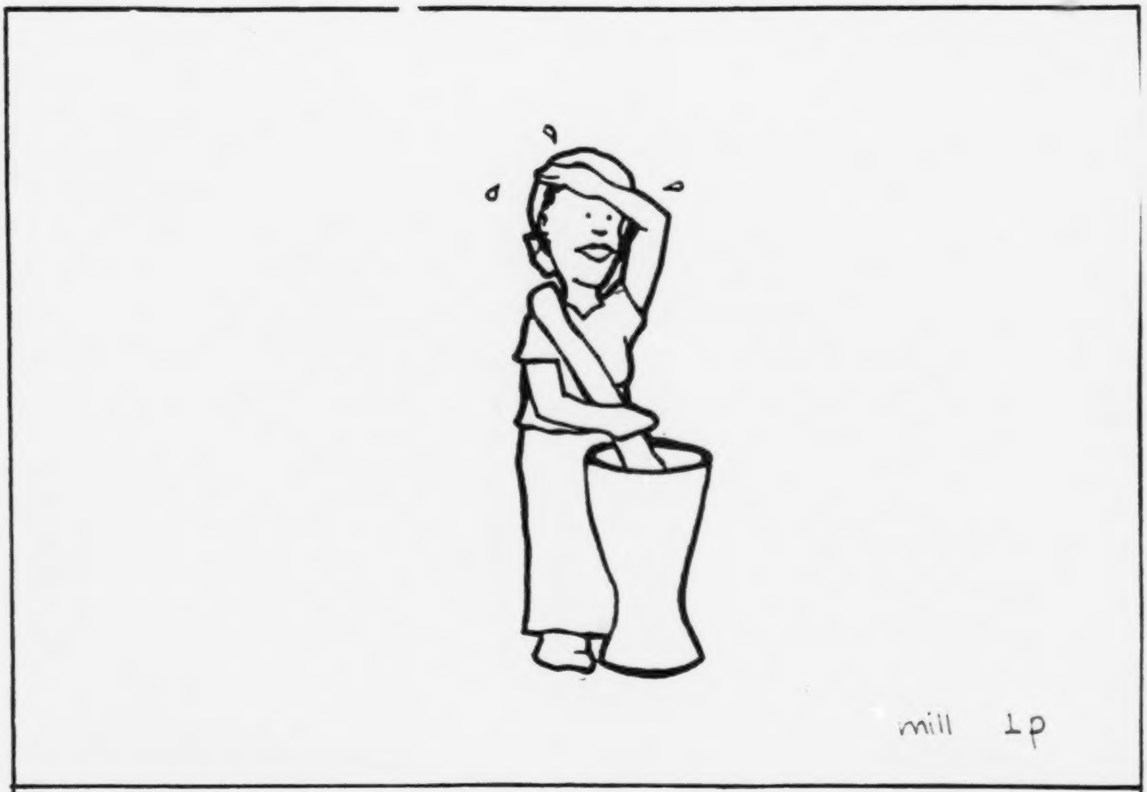
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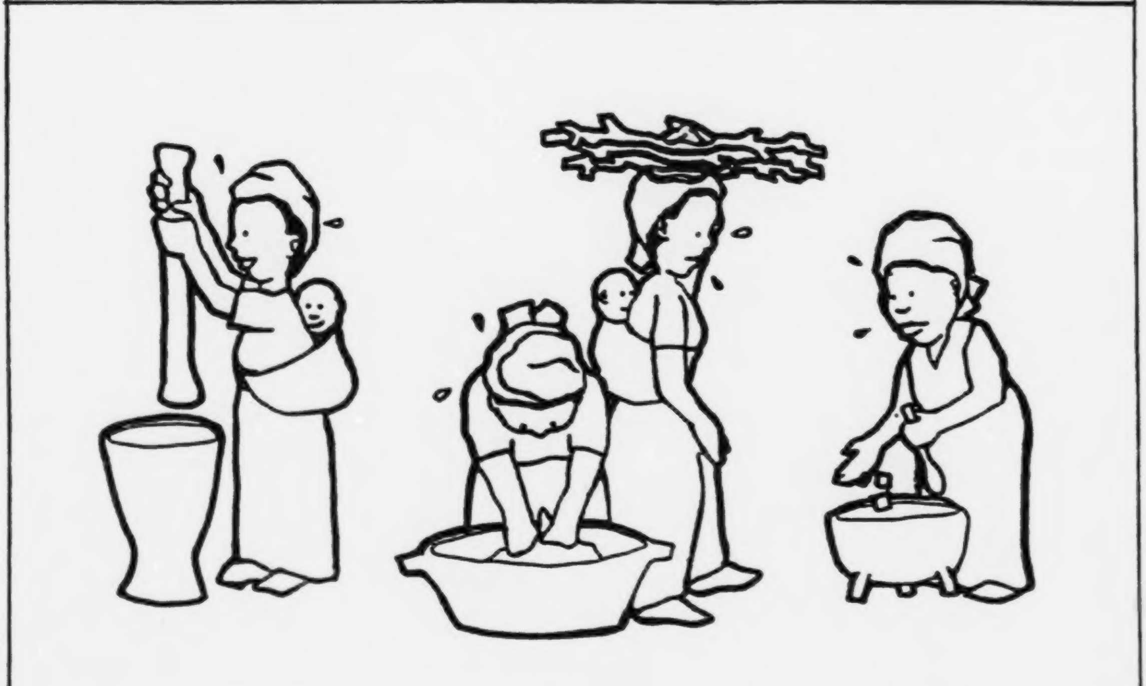
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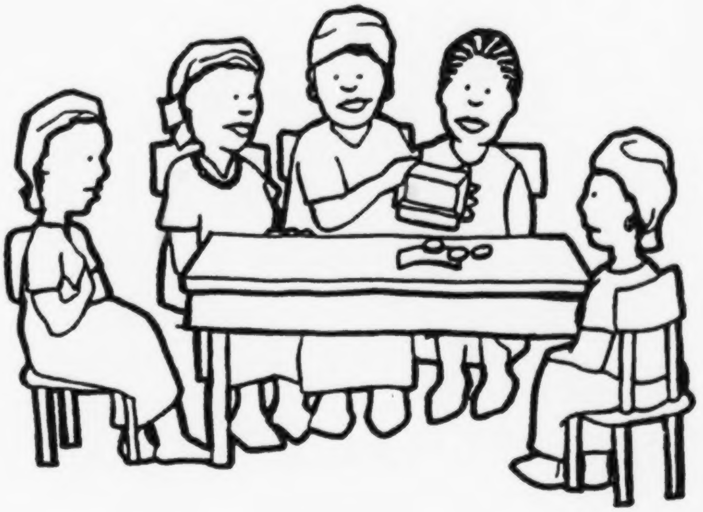

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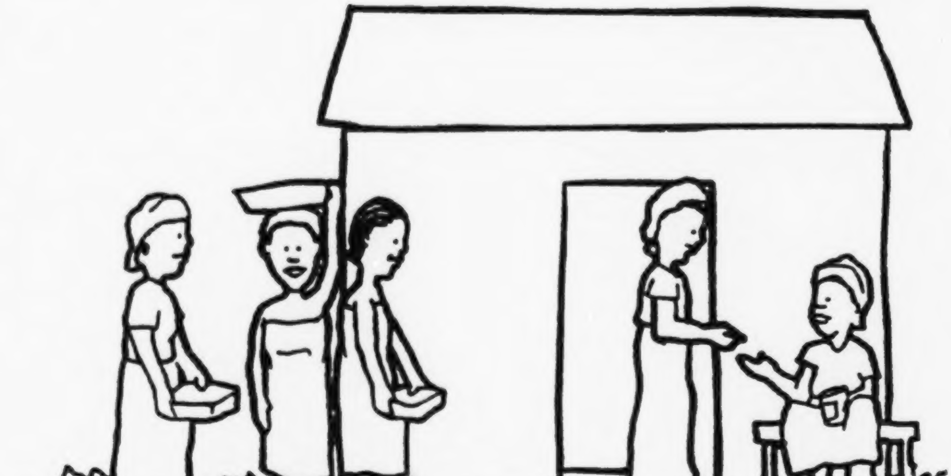

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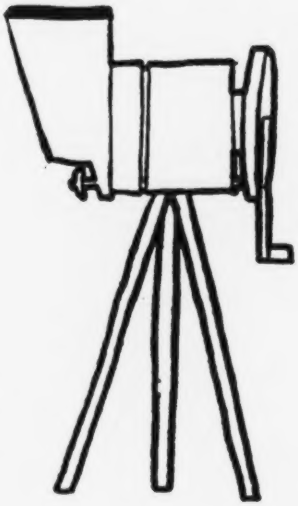

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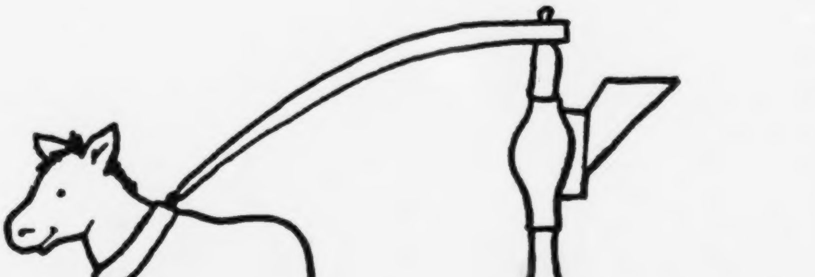

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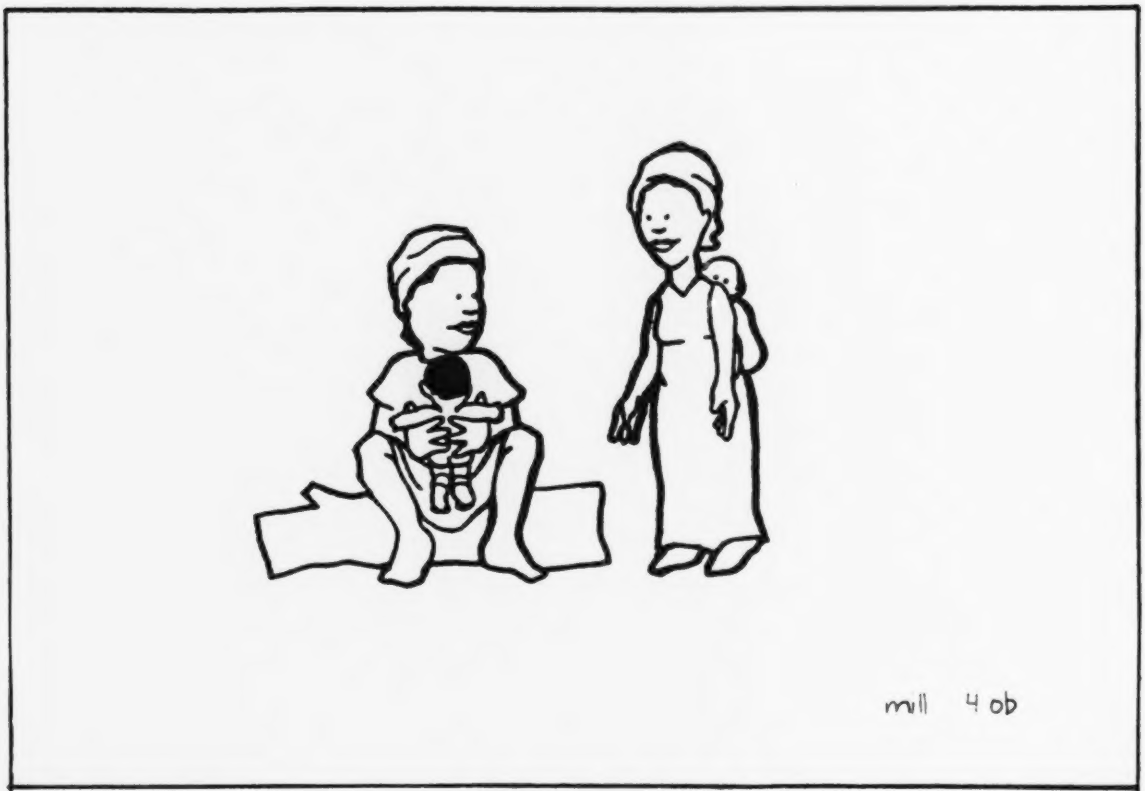
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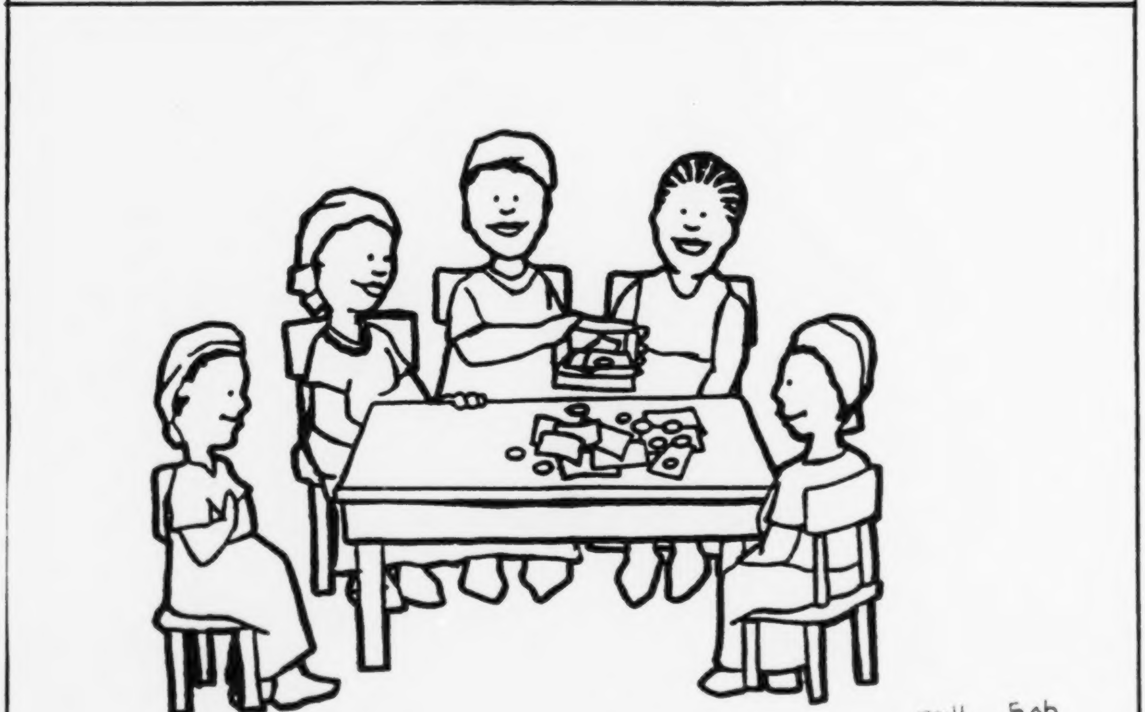
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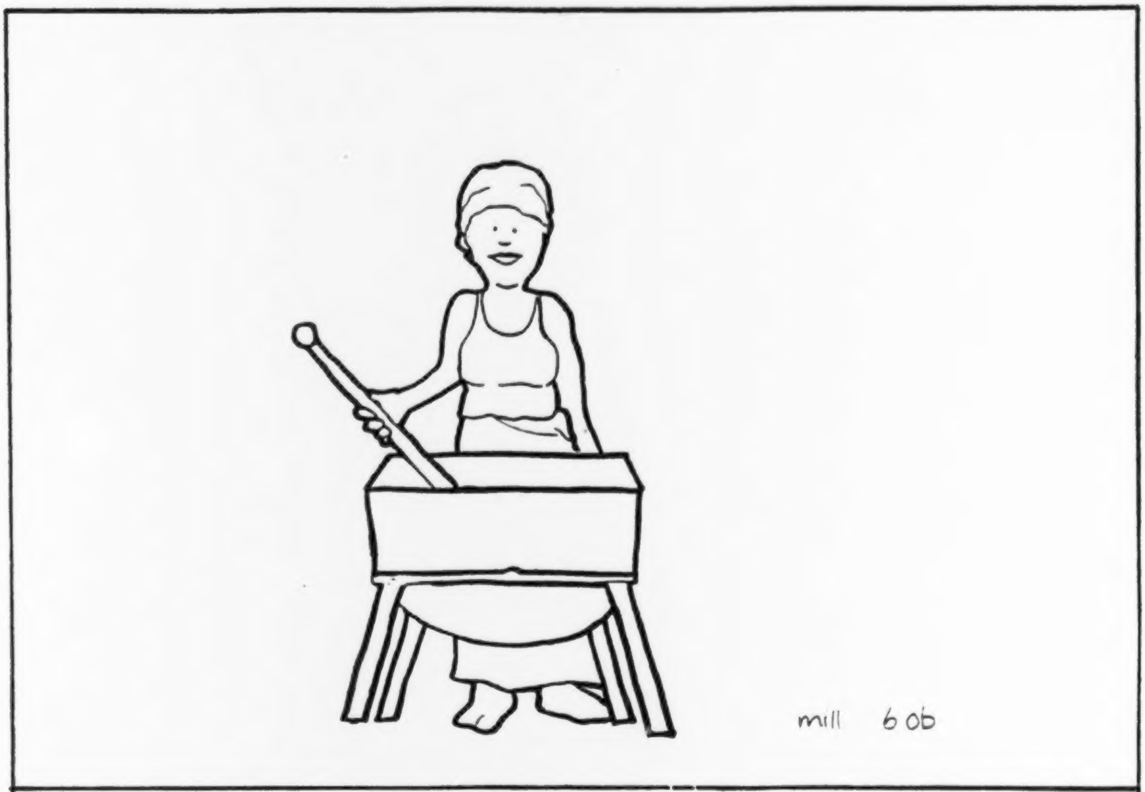
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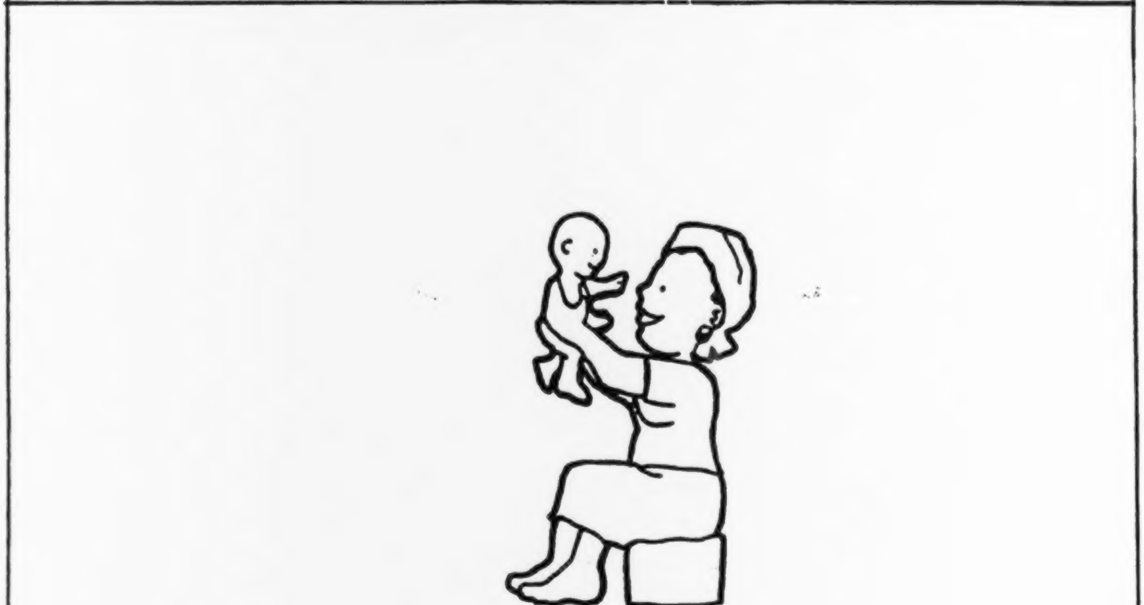
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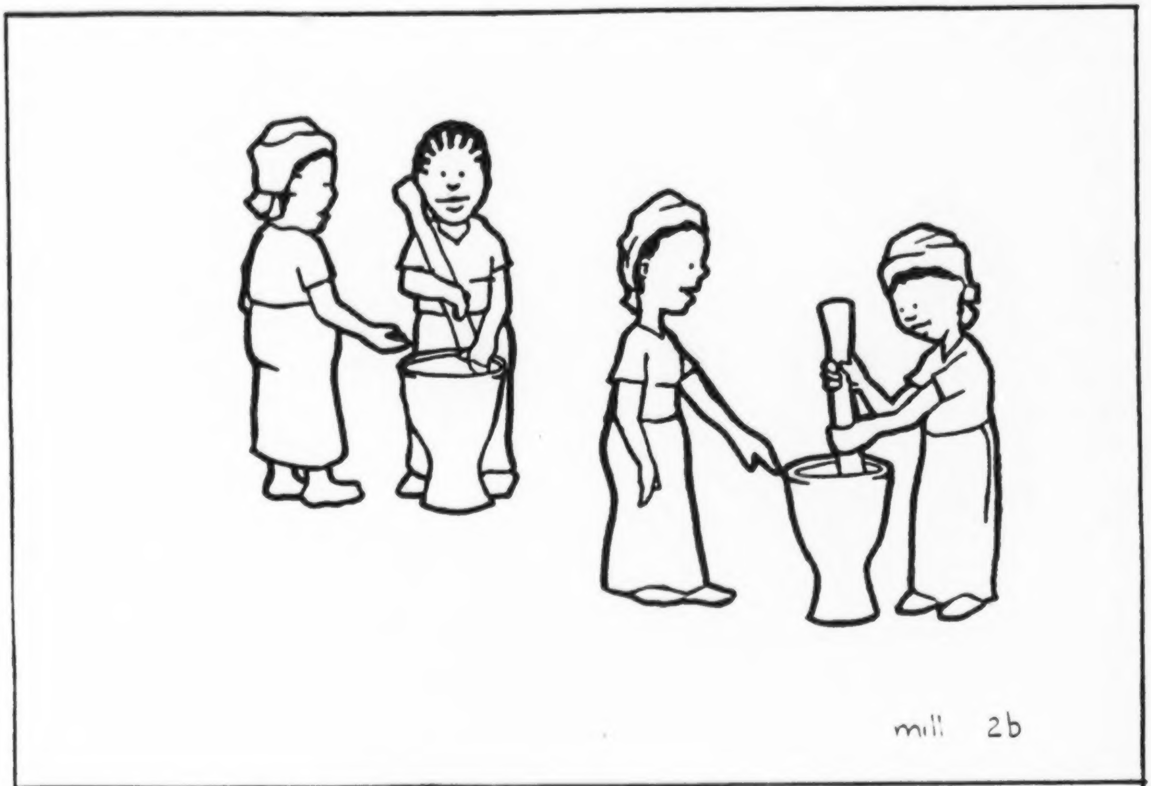

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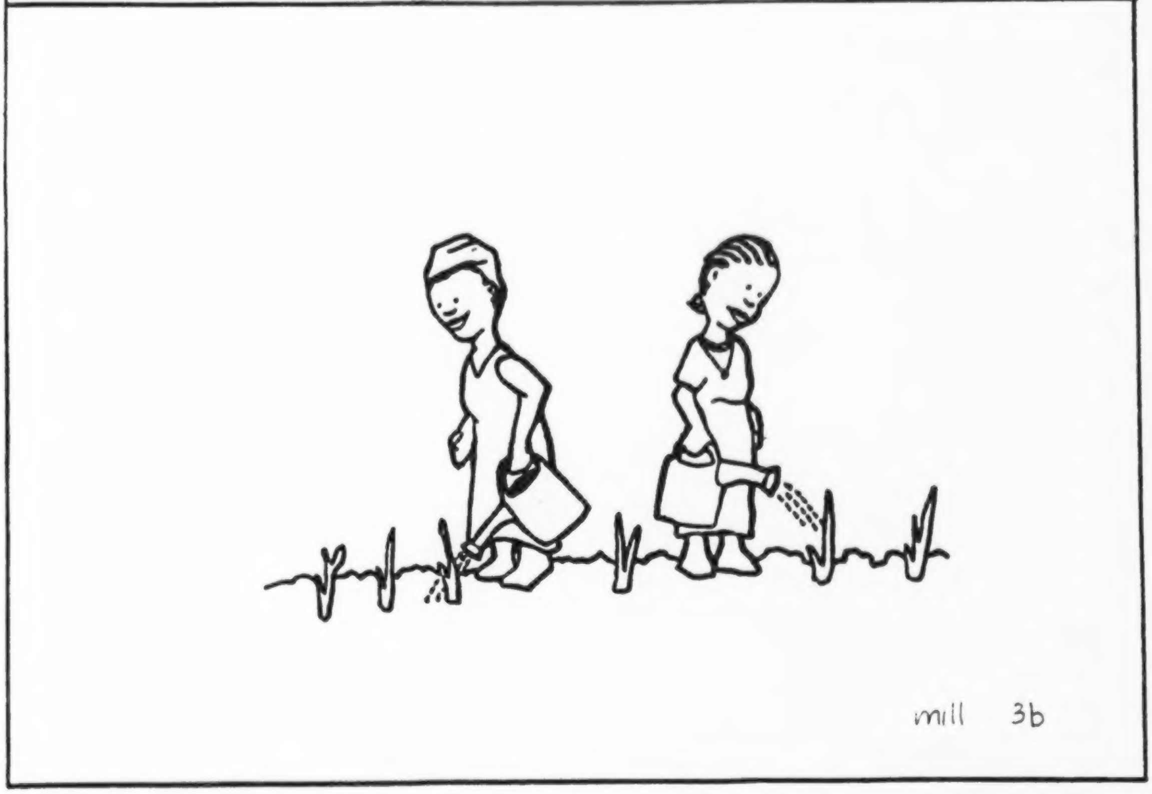

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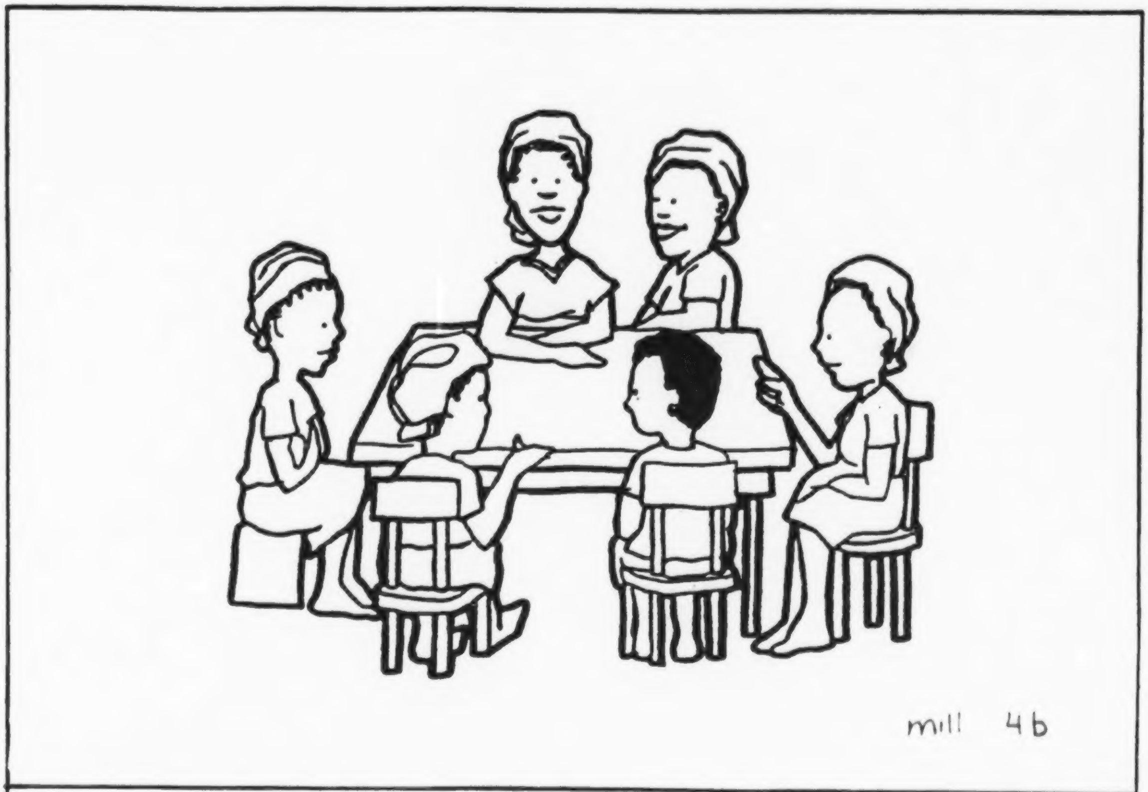
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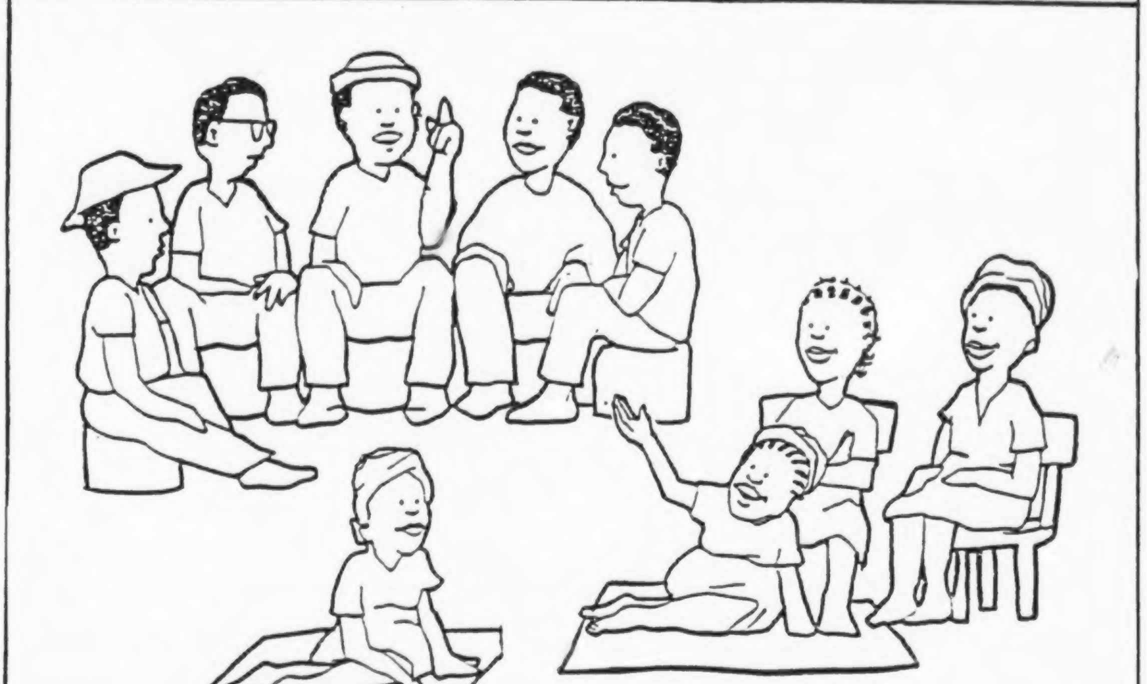
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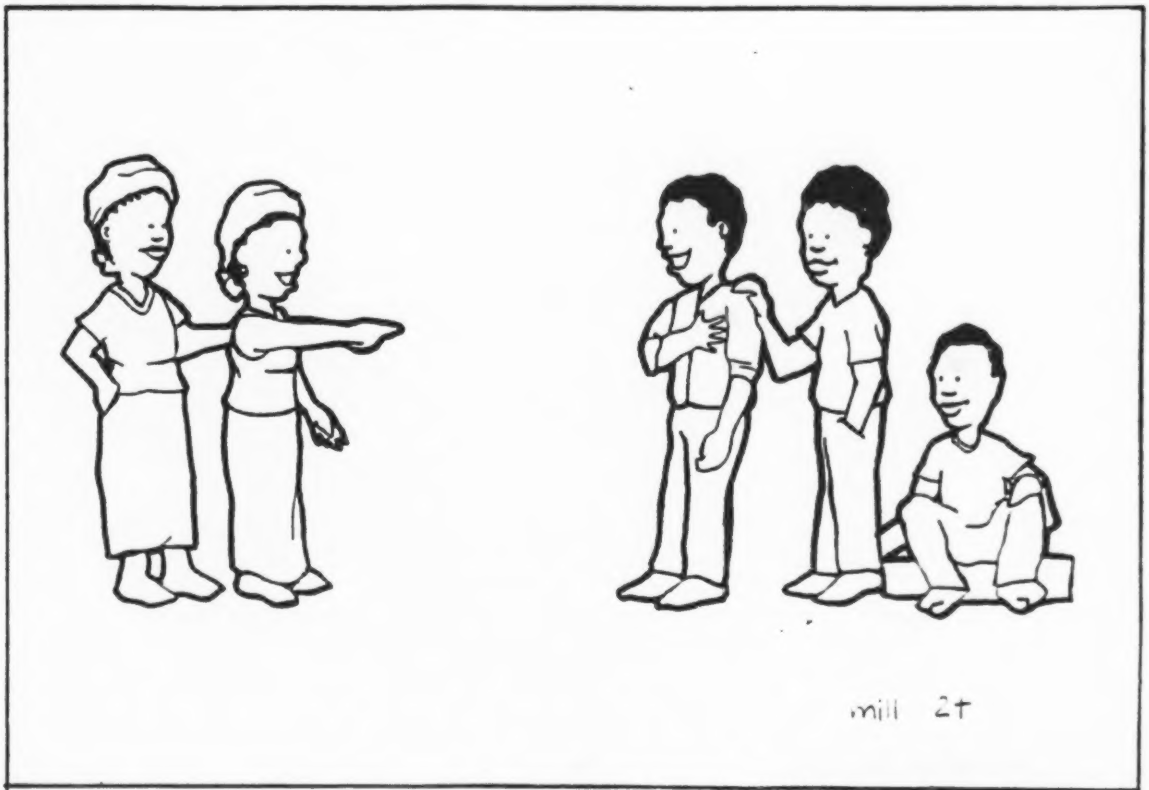

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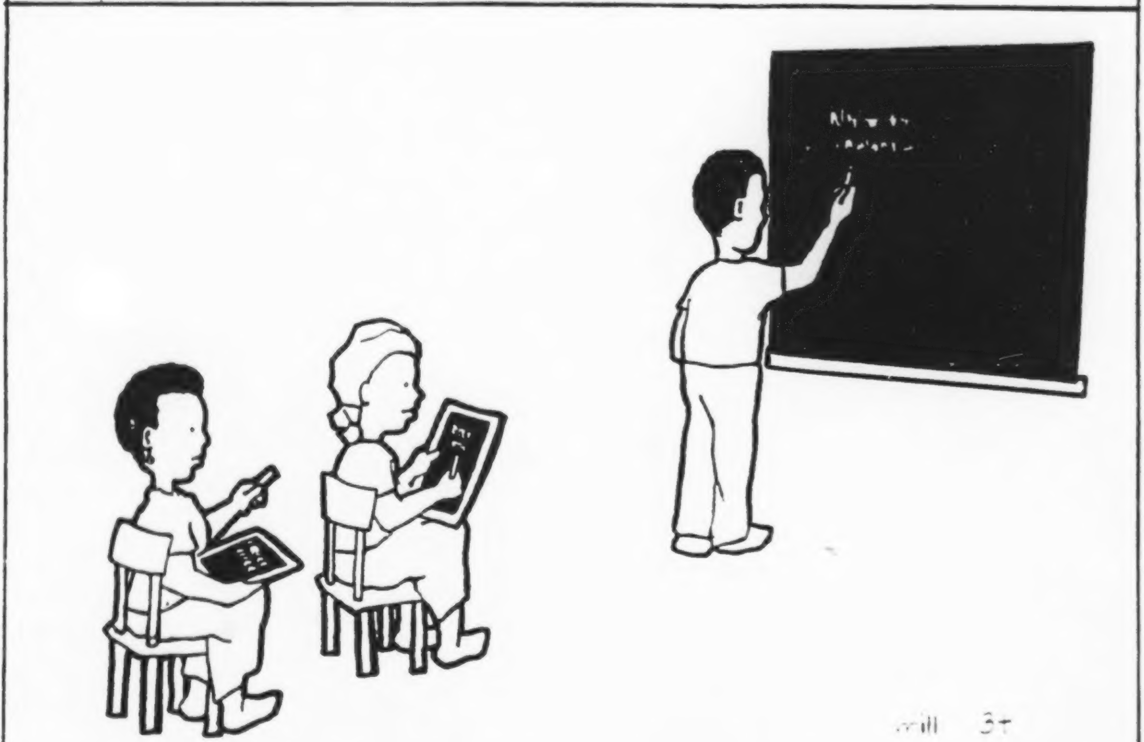

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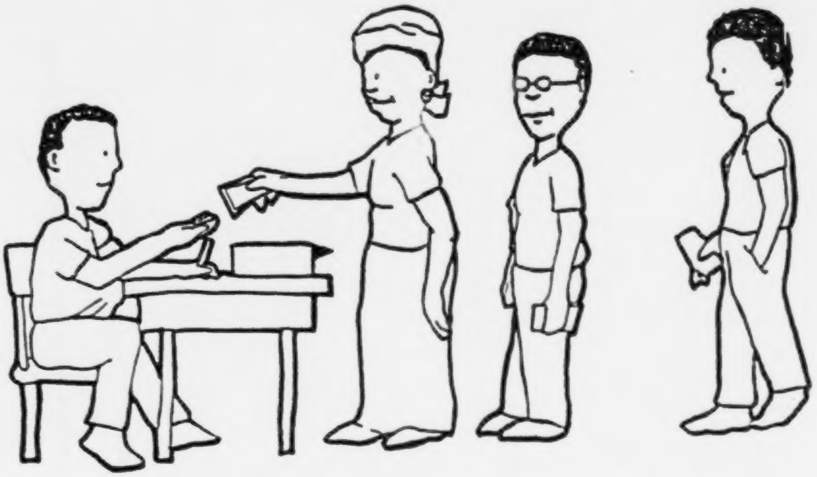

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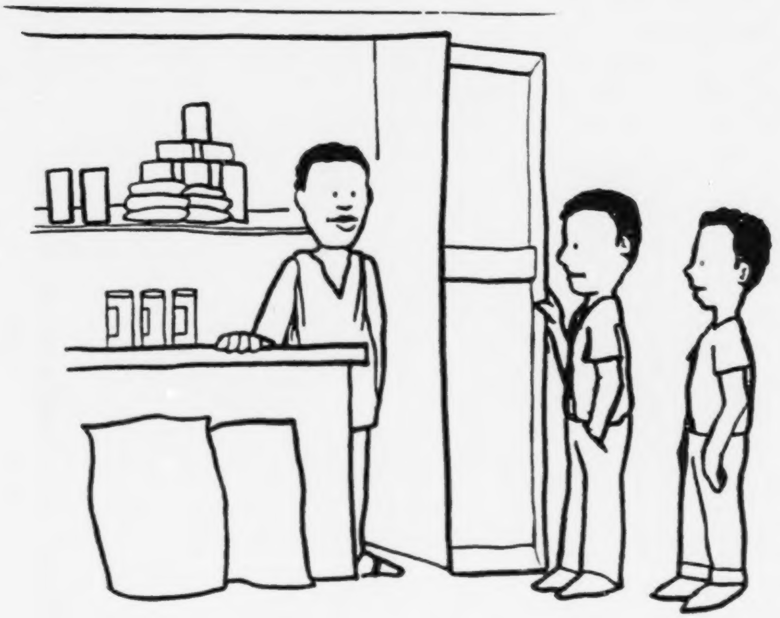

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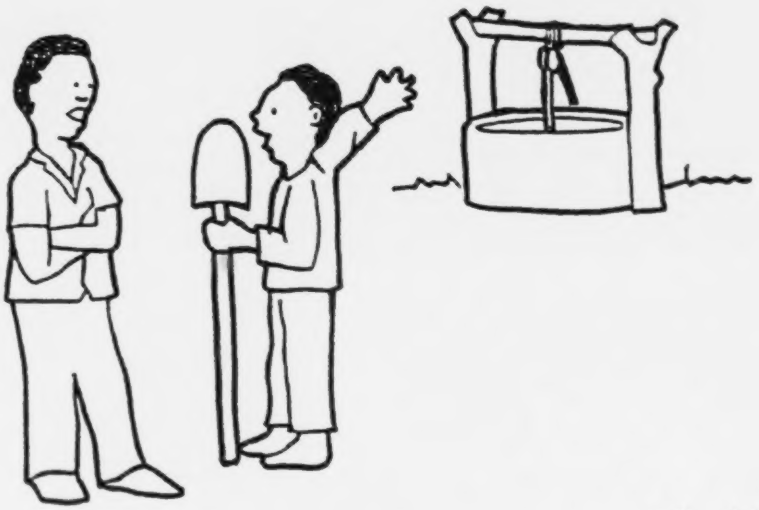

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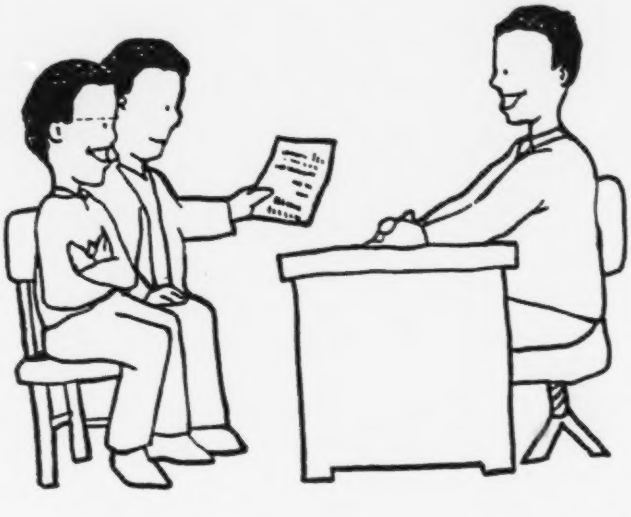

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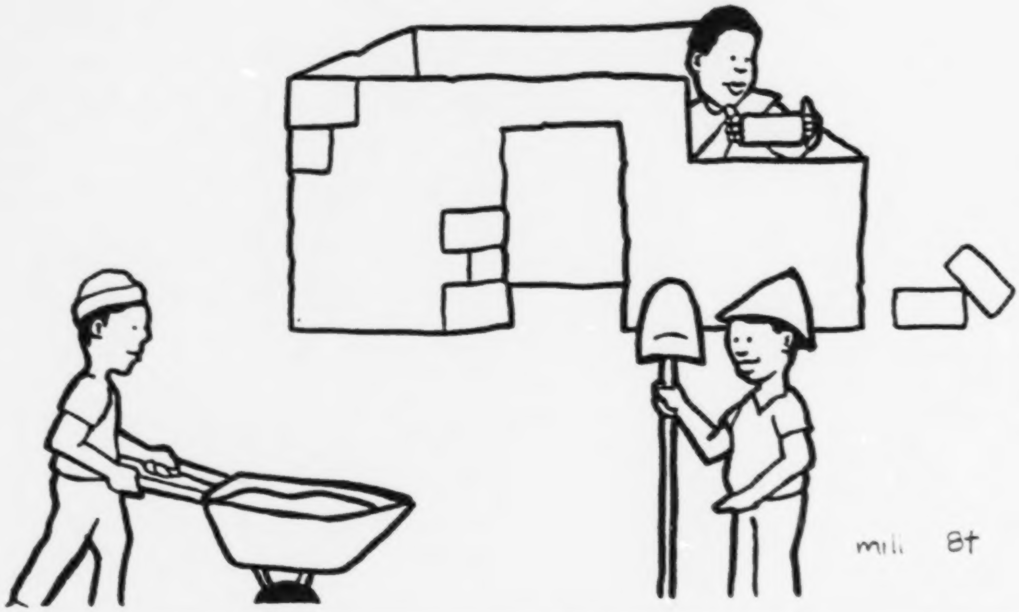
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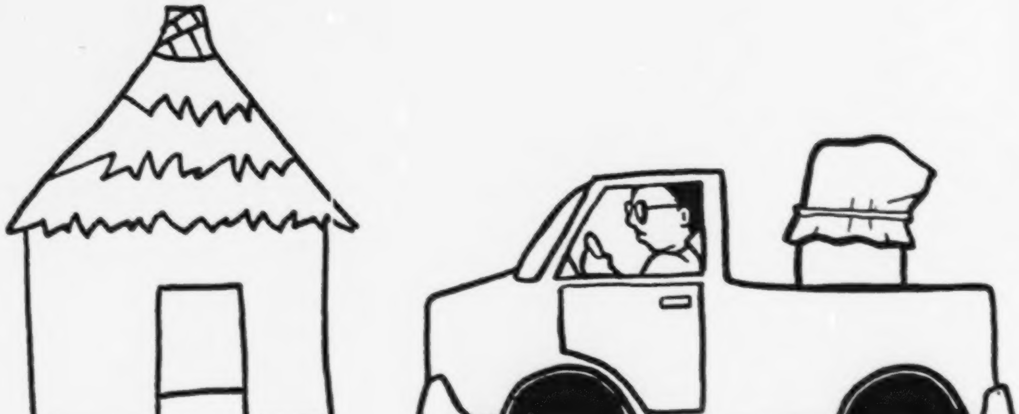
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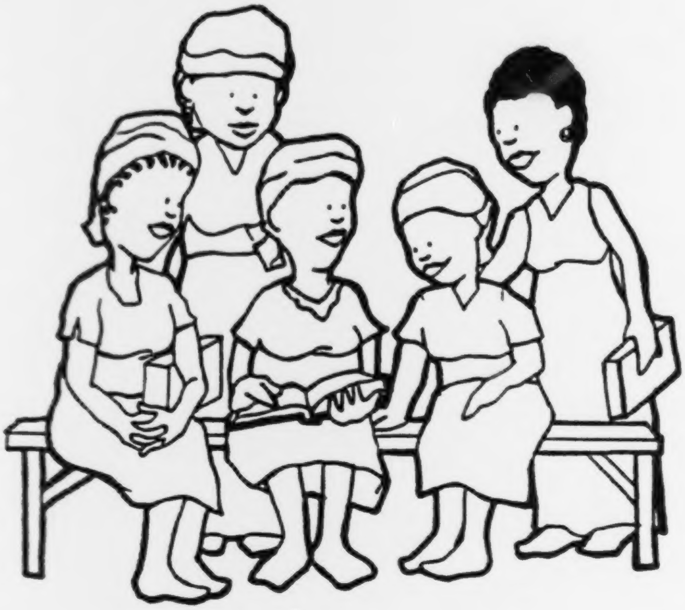

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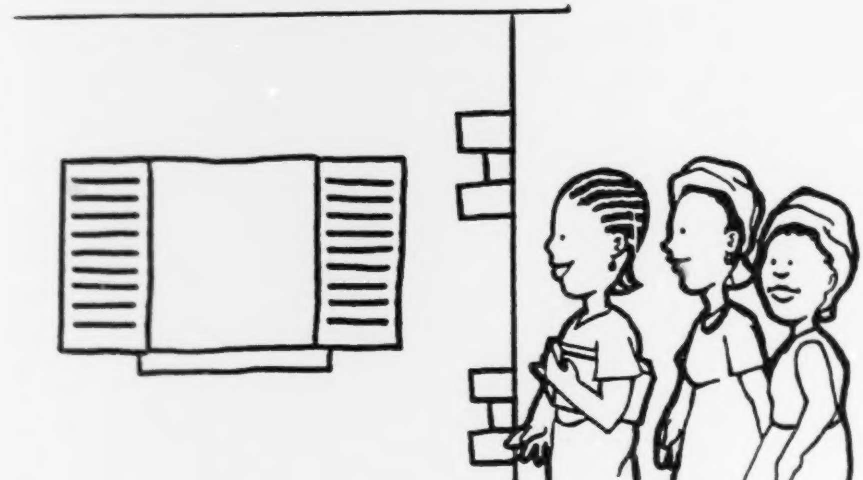

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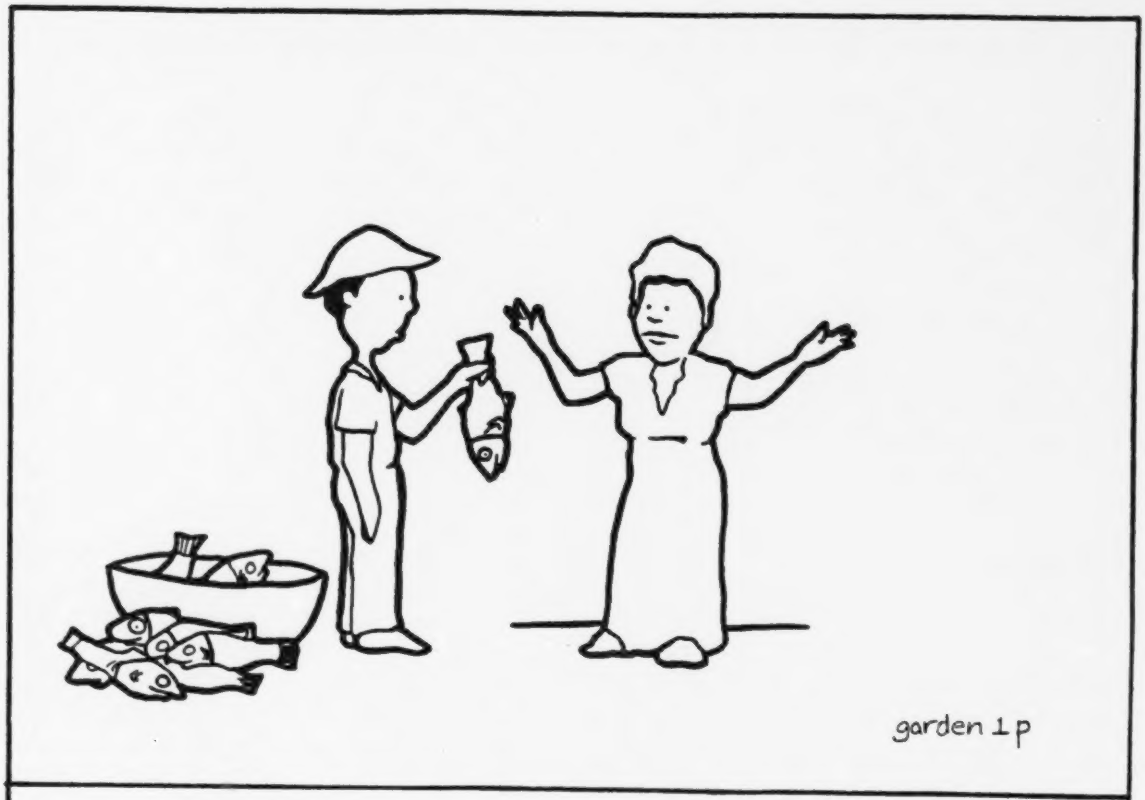
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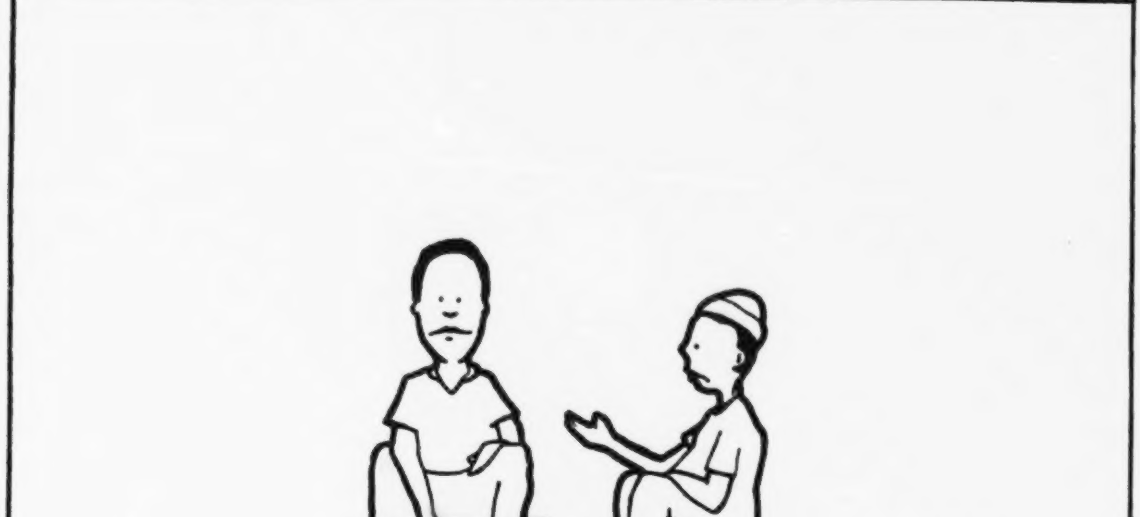
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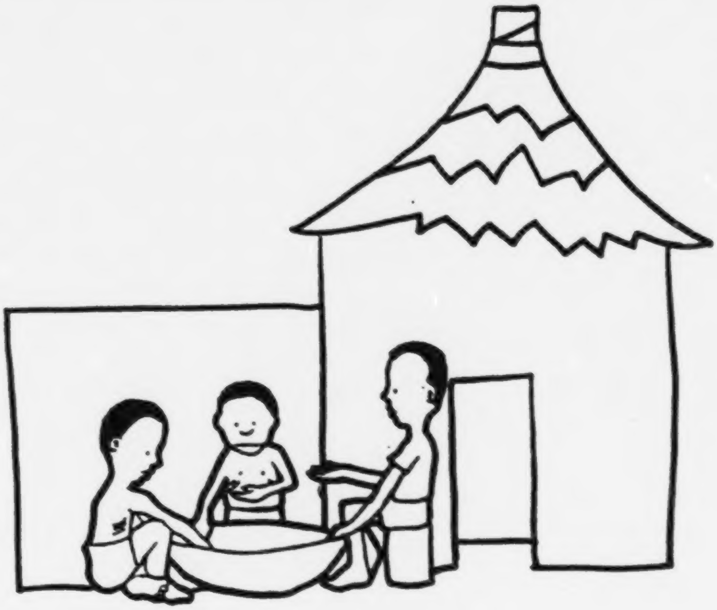

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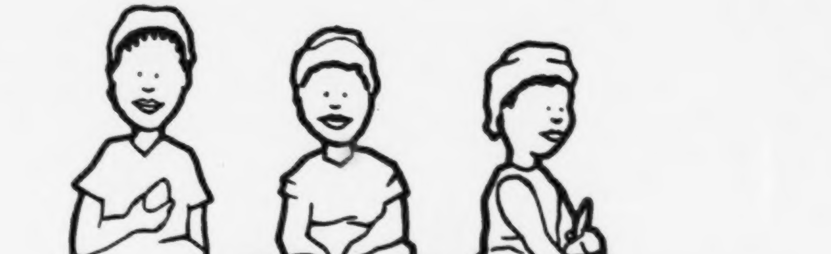

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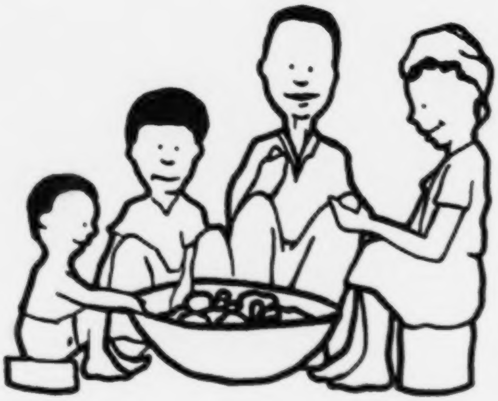

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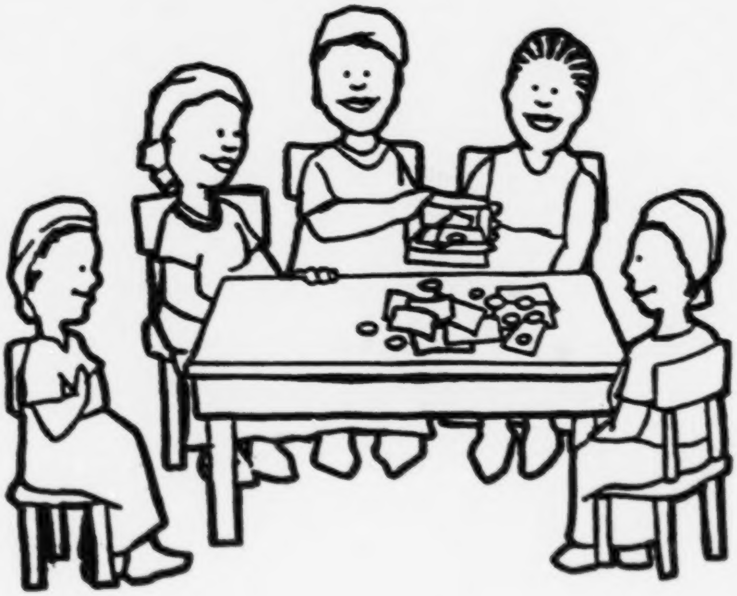

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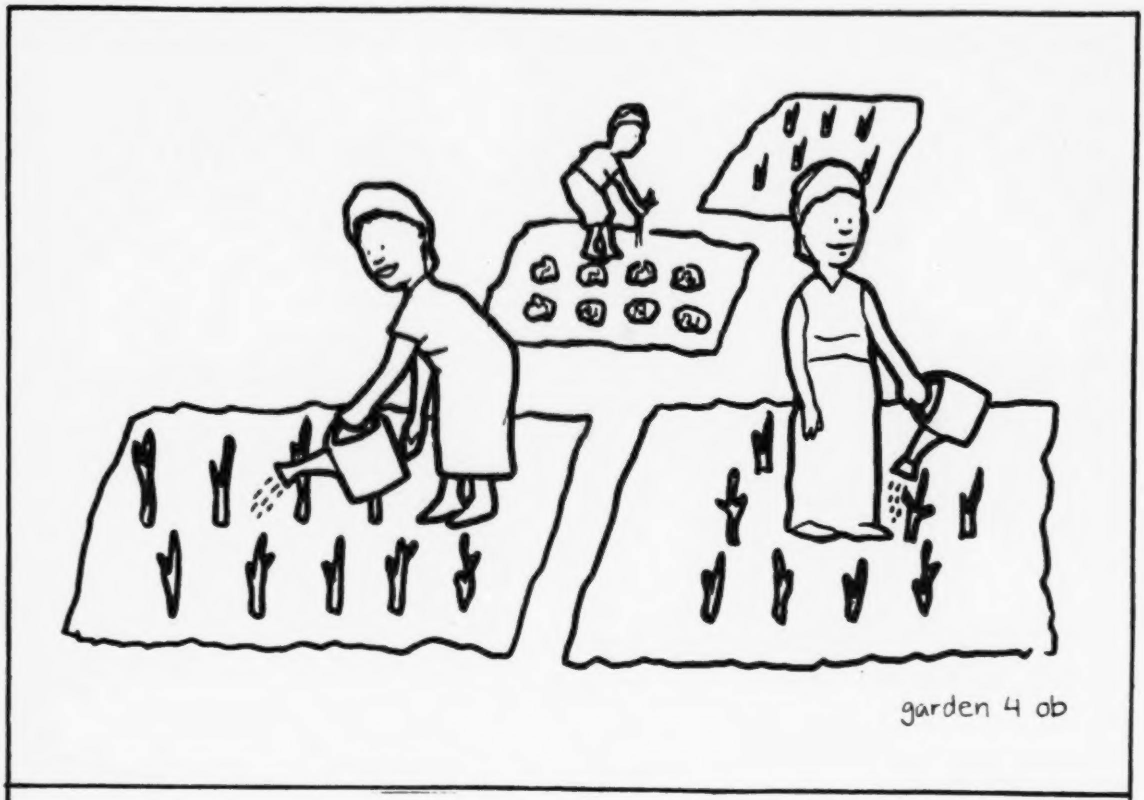

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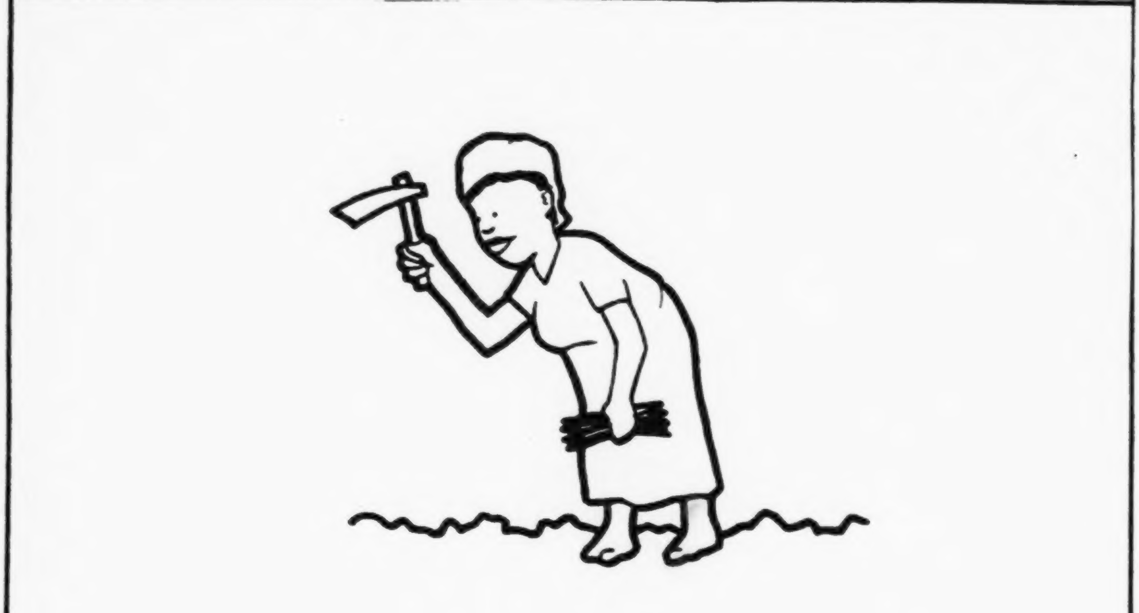

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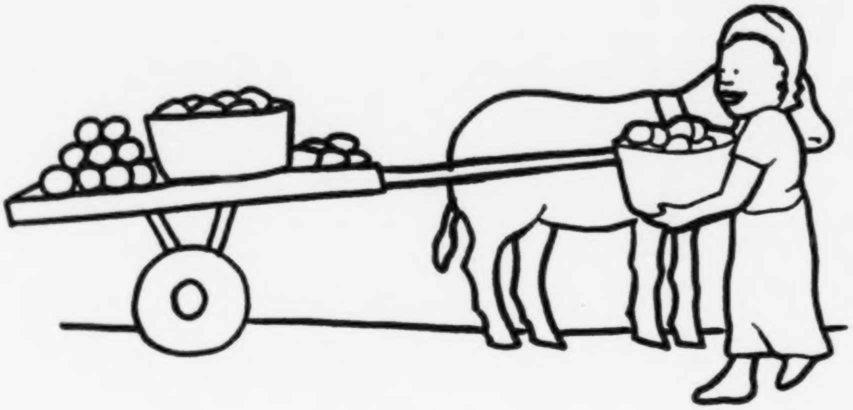

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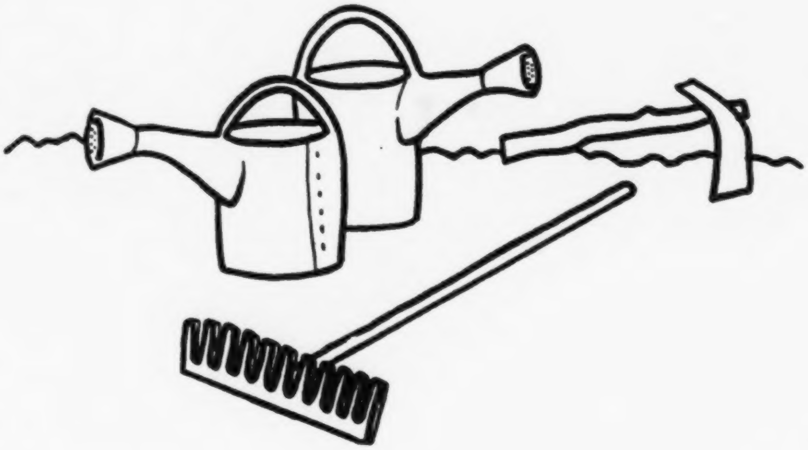

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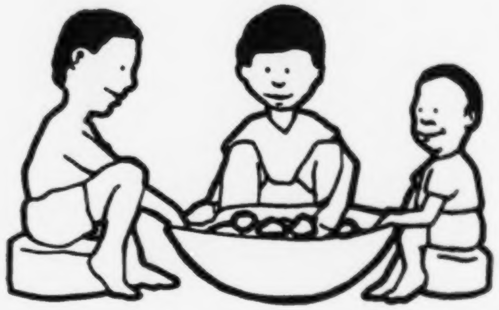

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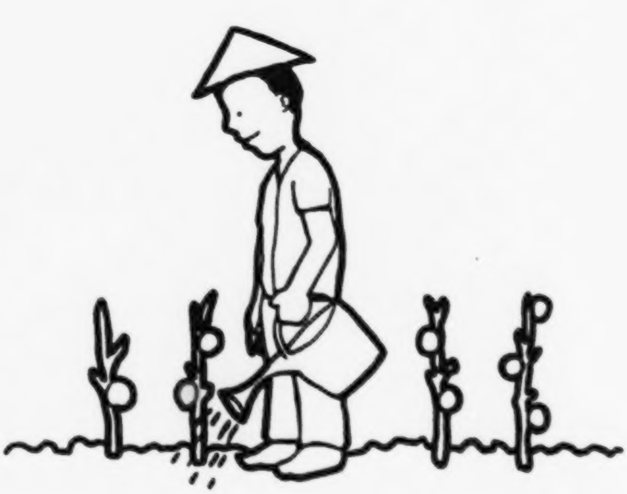

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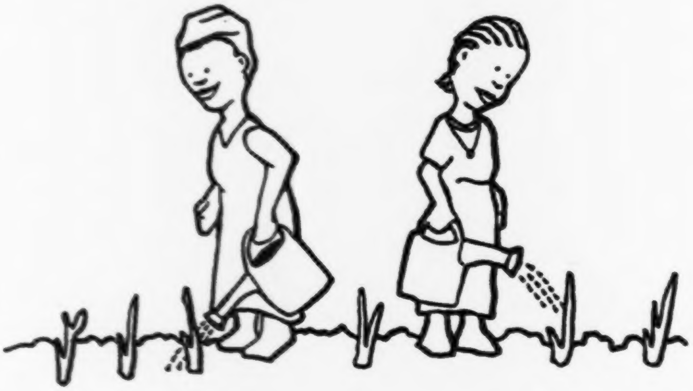

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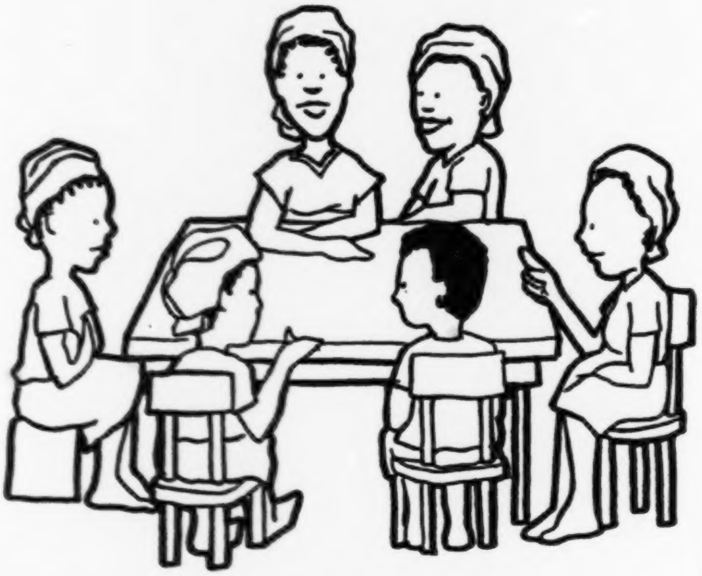

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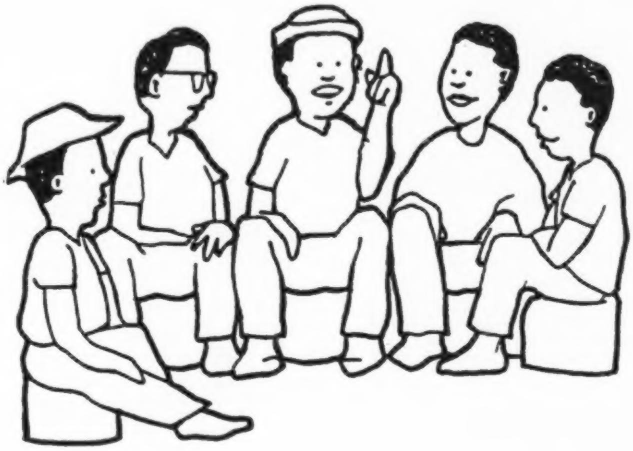

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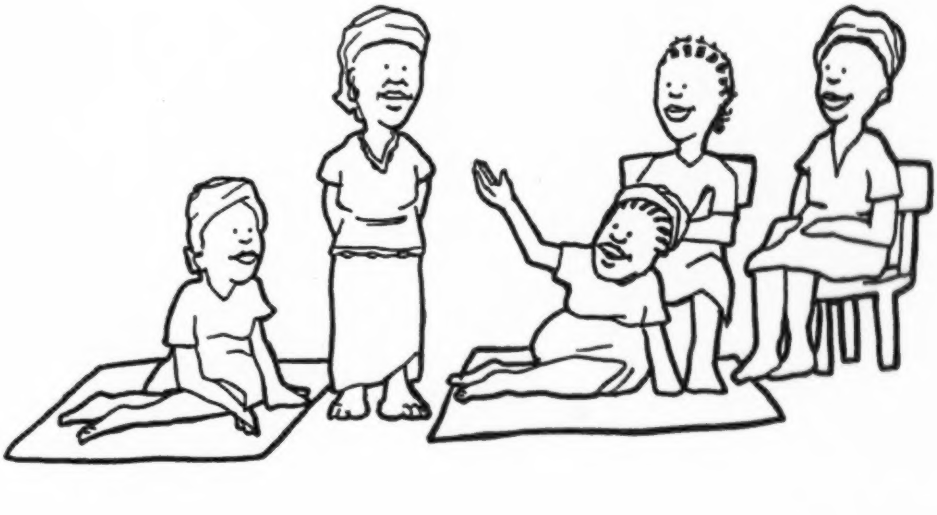

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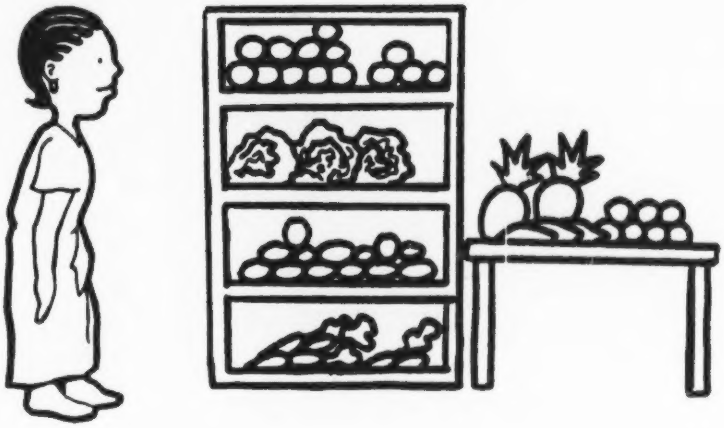

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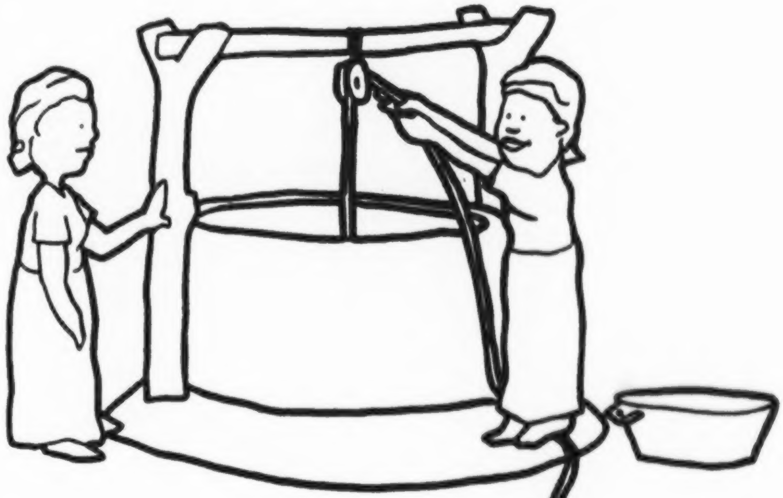

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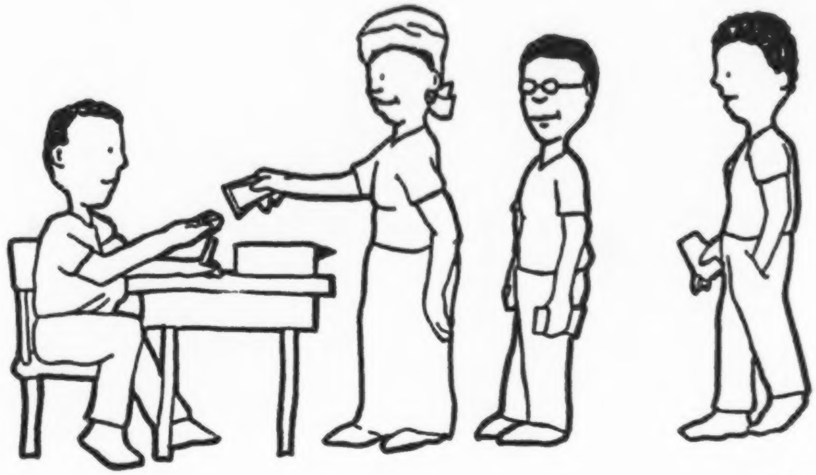

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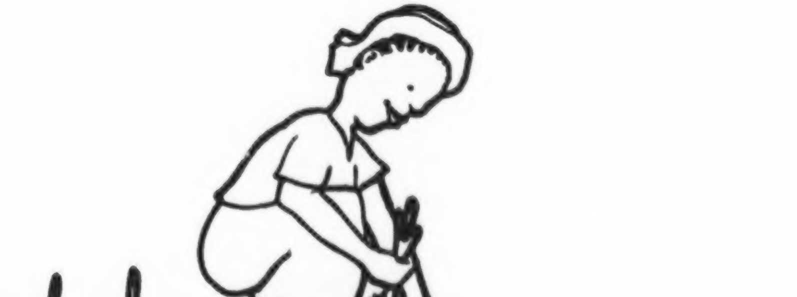

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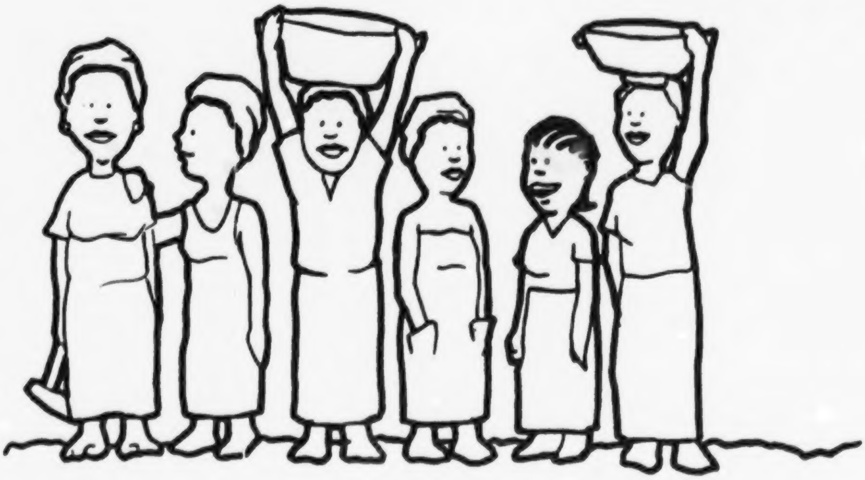

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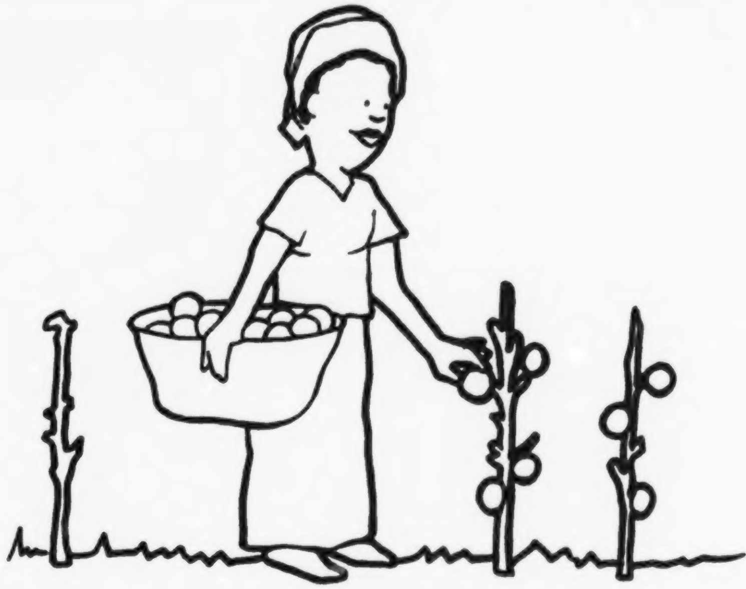

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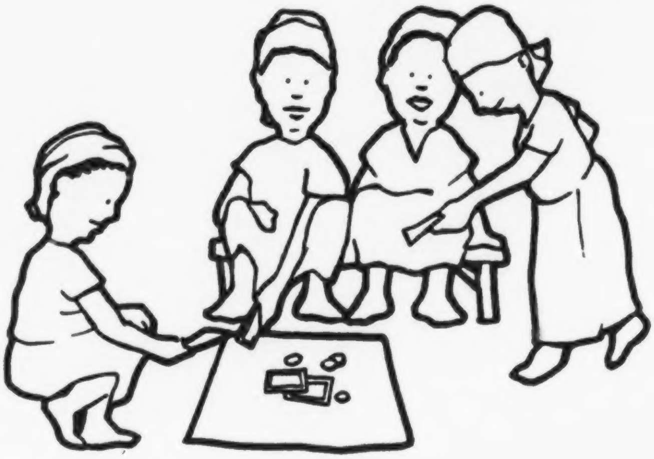

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